

Wood, School Statesman . . . Retirement  
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Rugged Constitution . . . What we can do  
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Guide Youth Into Teaching. . .

# CTA *Journal*

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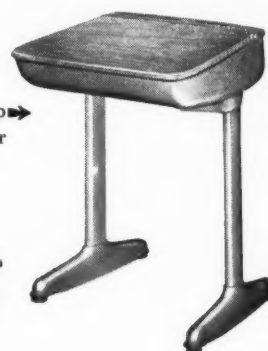
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# CTA Journal

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Robert C. Gillingham, President      Arthur F. Corey, Executive Secretary  
    J. Wilson McKenney, Editor  
                                  Margaret F. Atkinson, Art      Vivian L. Toewe, Advertising

Editorial and business offices: CTA Building, 693 Sutter St., San Francisco 2  
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OCTOBER, 1954

### Cover-up

Les Landin's cartoon on our cover requires no caption. We expect, however, to hear from grammarians regarding the uses of "shall" and "will" and from the guidance technicians on the uses of discipline. Escaping serious immobility resulting from these encounters, we hope to sneak up on a reader who, at first glance, thinks this cartoon is funny and chuckles right out loud. Leaving a group engaging in a serious discussion of the nature of humor, we join another to discover that the vermilion hue of this month's cover merits an investigation by the subcommittee of the interim legislative committee on Subversive Trends in the Schools. We hope it's all in good wholesome fun. Or is it?



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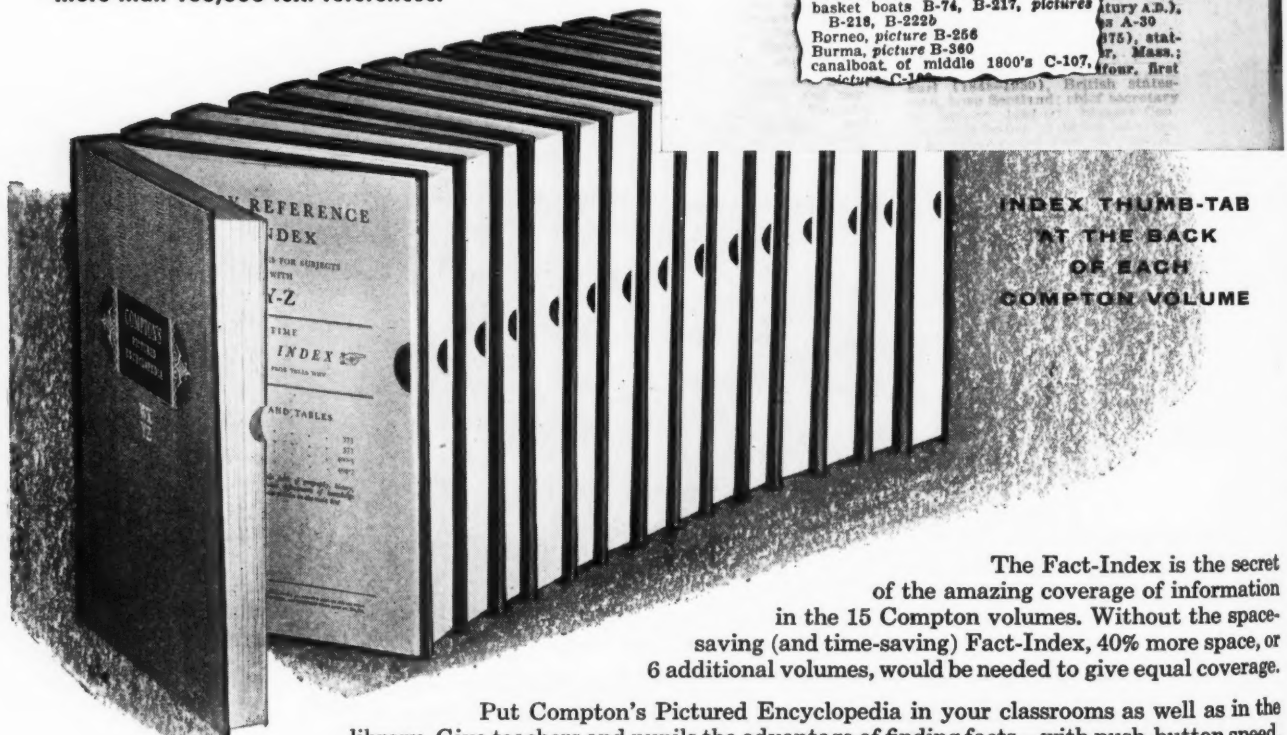
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Arthur F. Corey  
CTA Executive Secretary

## The Importance of Textbook Selection

**T**HE textbook censors are continually at work. There has not been a time in recent months when there was not, somewhere in the state, a controversy over some book which is being used in the public schools. Long lists of allegedly "indecent" and "subversive" books have been prepared and are being circulated. Parents and civic leaders are being urged to determine whether any of these dangerous books are being used in their own school systems. In some cases charges are being made that educators are engaged in a deliberate plot to poison the minds of American youth by selecting books which are anti-American. This activity cannot be dismissed as the work of would-be "book burners" or shrugged off because these proponents of intellectual censorship and thought control are a small minority.

Even if there were no apparent dissatisfaction with books being used in the schools, the selection of textbooks and library materials would be one of the important and difficult responsibilities facing school authorities.

The Advisory Panel on Public Relations of the California Teachers Association is composed of lay and professional leaders and is charged with the responsibility of isolating areas of misunderstanding between the public and the profession and outlining suggestions for the relief of these tensions. The first problem attacked by this group was textbook selection. As early as last April the Advisory Panel began the development of its recommendations and the preparation of a brief bulletin titled "Textbook Selection" which is now available and which has been sent to all CTA chartered chapters. The Panel makes three basic recommendations as follows:

1. Every school district should adopt a fixed policy as to how it selects its books for use in the schools.
2. The profession cannot evade the acceptance of primary responsibility to the governing board for the recommendation of desirable books.
3. The details of the district policy should be publicized.

Attacks on the public schools usually can be avoided by careful planning. This new bulletin contains information about policies which have been adopted in a few selected districts. It should be helpful to those who still face this problem.

*A. F. C.*



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CTA Journal, October 1954

# FROM THE FIELD

... statewide professional news

## COMMITTEE SEEKS BASIC PRINCIPLES

Working to develop a program to teach religion but not sectarianism, the CTA Committee on Moral and Spiritual Values has started an intensive study of "moral principles basic to all religions." Chairman Marjorie Vaught of Pismo Beach conducted the first of a series of conferences with religious leaders at San Francisco August 20-21. Speakers represented Reformed Jewish, Protestant, and Mormon churches. Spokesmen for other faiths will be heard in future meetings. The committee announced its two-point fundamental policy at the April Council meeting.

## TEACHERS WORK OVER 40 HOURS A WEEK

A majority of California high school teachers work 40 hours or more a week, the median being 43 hrs., 33 min. One-fourth work fewer than 39 hrs. and one-fourth work more than 49. Junior high school: 42 hrs., 7 min.; senior and four-year high schools: 44 hrs., 7 min.; junior-senior high schools: 43 hrs., 38 min. About half time is spent on instructional duties, the other half in correcting papers, lesson preparation, conferences, and other noninstructional duties. These figures were published by research bureau of State Department of Education, based on a study in cooperation with CTA.

## JOURNAL RECEIVES PUBLIC SERVICE AWARD

CTA Journal was one of four magazines receiving a Public Service Award from Governor Goodwin J. Knight at the annual Press-Radio-TV luncheon held September 4 at the state fairgrounds in Sacramento. Award was for an article, "How Do We Find More Teachers?" appearing in the February edition. Twenty-seven awards were presented for public service by the state's newspapers, house organs, radio and television stations, and networks. A radio award went to KCBS, San Francisco, for its coverage of the teacher shortage problem.

## MUSSATI NAMED TO BOARD OF EDUCATION

James Mussati, general manager of the California State Chamber of Commerce, has been named to the State Board of Education, succeeding Mrs. Vivian N. Parks, whose term recently expired. Well qualified for his appointment, Mussati has taught American history at both Glendale High School and the University of Southern California. He holds a master's degree from USC and has written books and articles on constitutional history and California business conditions.

## HOOVER PARTICIPATES IN DEDICATION

Dedication of a 15-room Stockton elementary school in early August marked the first time that former President Herbert Hoover personally participated in a school named in his honor. The Stockton school is one of 31 schools in the nation so named.

## ELITE FOUR-HUNDRED WELCOMES NEWCOMERS

More than 400 local teacher associations have now qualified for CTA Charters. Newest units added include:

- 399 Burlingame Teachers Association (San Mateo County)
- 400 Redlands Teachers Association (San Bernardino County)
- 401 Garvey District Teachers' Club (Los Angeles County)
- 402 Fontana Teachers Association (San Bernardino County)
- 403 Monrovia Elementary Teachers Association (Los Angeles County)
- 404 South Tahoe Teachers Association (El Dorado County)
- 405 Indian Wells Valley and Rand Area Teachers Assn. (Kern County)
- 406 Madera Rural Teachers Association (Madera County)
- 407 Duarte Teachers' Club (Los Angeles County)

## CASA ANNUAL CONFERENCE THIS MONTH

At the CASA conference to be held October 20-22 in Long Beach, school administrators will have an opportunity to visit over one hundred exhibits of products and services pertaining to buildings, equipment, maintenance, textbooks and other items. An architectural exhibit in cooperation with the California Council of Architects will also be one of the features. Conference theme is to be "Public Education—Our American Heritage."

## BOOKS SENT ABROAD

Warm letters of thanks have come to the Journal office for school books now being used in England and Korea. "Books for Korea," a drive sparked by David Cooper, Redwood City, collected more than 7000 books from the first to the twelfth grade level. Additional books may be sent to Mr. Karl F. Limbacher, UNKRA, APO 301, c/o Postmaster, San Francisco. Mr. Limbacher is director of the foreign language institute of Korea.

Grace L. Dorey, secretary of California branch of the English-Speaking Union, passes along thanks from London secretary Barbara Bonner, for school books sent to England.

## CALIFORNIA EXCHANGE TEACHERS ABROAD

Seventeen California teachers are in Great Britain on an exchange-teacher basis with the United Kingdom. They are: Mrs. Mildred S. Berg, Toler Heights School, Oakland; Mrs. Mabel F. Bowen, Mt. View School, Martinez; Mrs. Jane W. Brown, Compton Elem. School, Compton; Edward H. Clark, Valley Jr. College, No. Hollywood; William D. Collins, John Marshall Jr. High School, Pasadena; Marie E. Cressey, Cragmont School, Berkeley; Paul M. Elgin, La Canada Jr. High School, La Canada; John H. Goss, Grossmont Union High School, Grossmont; Mrs. Marian J. English, Dana Jr. High School, San Diego; Merritt E. Kimball, Francisco Jr. High School, San Francisco; W. Newton LeBaron, Webster School, Pasadena; Frank A. Magary, Sacramento High School, Sacramento; Mrs. Beatrice S. Matthews, Monroe School, San Francisco; Norman E. Ryerson, Fourth St. School, Los Angeles; Louis Stein, Kearny High School, San Diego; Suzanne E. Sweeney, Francis Scott Key School, San Francisco; Vivian E. Wehrli, D. S. Jordan High School, Long Beach.



## SAN FRANCISCO STATE COLLEGE DEDICATION

San Francisco State College's new \$15,000,000 campus will be formally dedicated on Saturday, October 16, at 10 a.m. in Cox Stadium, 19th and Holloway Avenues. Climaxing a week of conferences, exhibits, radio and television programs, civic lunches and receptions, the dedication program will mark the completion of the first phase of construction of the 94-acre campus. Officials representing 180 colleges and universities will join state and civic leaders in the formal ceremonies. The Standard Hour, Pierre Monteux conducting, will officially open the Dedication Week on Sunday evening, October 10, at 8:30 o'clock. The broadcast will originate from the beautiful new concert hall in the college's Creative Arts Building.

## DR. KUEBLER NEW SANTA BARBARA PROVOST

Appointment of Dr. George Kuebler as Provost of Santa Barbara College has been announced by Dr. Robert G. Sproul, president of University of California. Dr. Kuebler has been president of Ripon College, Ripon, Wisconsin, since 1943. The appointment, effective February 1, 1955, will see Dr. Kuebler succeeding Dr. J. Harold Williams, Santa Barbara College Provost since 1946. Dr. Williams transfers to the staff of President Sproul, to serve in a statewide capacity utilizing his long experience and special abilities in the field of the University's relations to other California educational institutions.

## PACIFIC ARTS ASSOCIATION CONFERENCE

Outstanding artist-teachers will conduct workshops in paper sculpture, silk screening, textile designing and related areas at the fall art conference of the Northern California Section of Pacific Art Conference, at Asilomar, November 19-21. Total cost will be \$17.75; advance registrations may be made with Thomas Koskey of James Lick High School, San Jose.

## MORPHET ARTICLE REPRINTED

Determining What the Public Schools Should Do, an article by Dr. Edgar L. Morphet appearing in the May edition of CTA Journal, is being reprinted by The National Elementary Principal in its October issue.

# EDUCATION, U.S.A.

..... national professional news

## ADVERTISING HELPS SCHOOLS

Of the 18 major public service programs conducted by the Advertising Council for the year ending March 1954, the Better Schools campaign topped the list for measurable results. The number of local citizens committees grew in four years from 17 to an estimated 9000 and there are 24 state citizens committees, double the 1952 figure. More than 700,000 additional adults joined Parent-Teacher associations, doubling their membership since 1946. Charles E. Wilson, retiring Council president, stated in the 12th annual report: "We succeeded in persuading U.S. citizens to heed the inevitable and to build up their schools, no matter how it hurts."

## FEDERAL AID BILLS KILLED

Two bills which would have provided federal aid of about \$250 million annually in emergency schoolhouse construction failed to pass as the 83rd Congress adjourned. Despite the efforts of the NEA, AASA, and other national groups, lack of administration support doomed the bills. Dr. Rex Turner, CTA board member and past president, as chairman of the NEA legislative commission, led the fight for the measures. They were: S. 2601 (Cooper, R-Ky.), favorably reported by the Senate Labor and Public Welfare committee, and H.R. 10149 (Frelinghuysen, R-N.J.), comparable to S. 2601.

## NO REPORT ON TAX-EXEMPT QUERY

Congressional investigation of alleged subversion among educators and educational institutions, conducted by a five-member House committee headed by Rep. Carroll Reece (R-Mich.), turned in midsummer to study of tax-exempt groups. Hearings closed to the public and foundations were requested to file statements. There is no indication of when the committee would report its findings.

## STATE LEADS NEA GROWTH

"On May 31 NEA total enrollment was 561,708, an increase of 41,000 over last year. Since the Centennial Action Program was inaugurated three years ago, membership (of National Education Association) has increased by about 100,000. California qualified for three state NEA directors. For the first time since CAP was launched . . . California . . . exceeded its CAP membership goals. In numerical increase, California led with 5,373." — Extract from annual report of William G. Carr, NEA Executive Secretary.

NEA's five-million-dollar Building Fund appeal at the New York convention received a boost when George Linn of Sacramento urged that veteran life members who had paid \$100 contribute another \$50 to the fund, thus matching the current life membership fee. Many contributors responded to the appeal.

## WRITER CITATION

John Calene, reporter of the San Francisco Chronicle, won a special citation from the Education Writers Association for outstanding contributions to the progress of education writing. Covering the city board of education, he wrote a series of five articles on the controversial 6-4-4 plan for school organization. Calene's was one of seven national citations.

## 38 MILLION IN SCHOOLS

Thirty-eight million children and young people will enroll in the nation's schools during 1954-55, representing 23 per cent of the country's total population. According to estimates by the U.S. Office of Education, enrollments will be: elementary schools 27,738,000; secondary schools 7,422,000, higher education 2,533,000, private, nursing and commercial schools 213,500.

## GREAT DEMAND FOR NEW NEA FILMS

"Freedom To Learn," fourth public relations film in the NEA-state education associations' series, was seen by more persons in the two months since its July 1 premiere than was "Skippy and the 3 R's" in the corresponding period last year.

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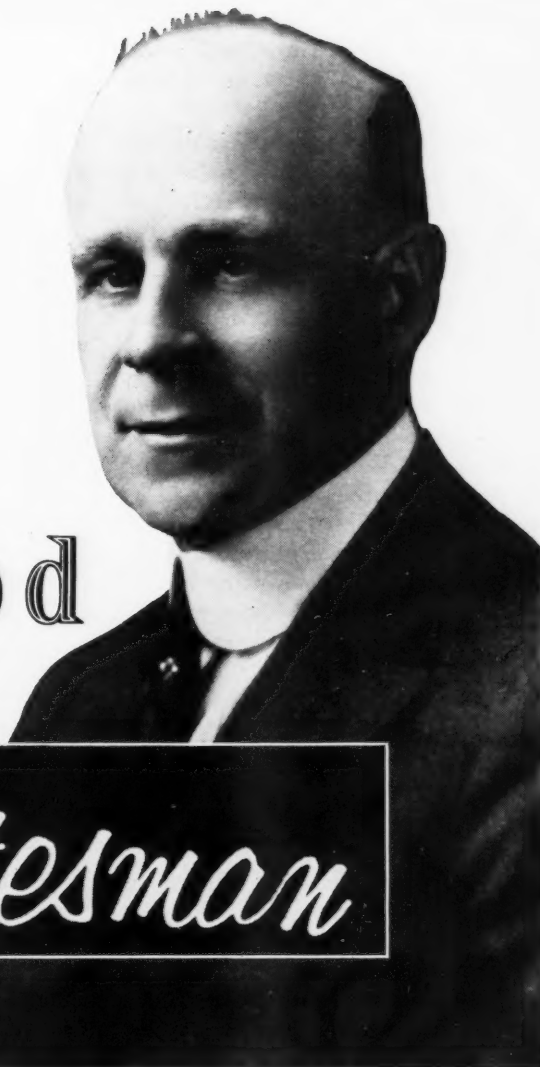
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October 1954



# Will C. Wood

## School Statesman

*Jeanette A. Vanderpol*

**W**ILL C. WOOD is ranked by scholars as one of the three or four great school officers the U.S.A. has produced. His career is used as a model of what real leadership in civic office can accomplish.

Yet Wood served in state-wide capacity for only thirteen years—from 1914 to 1919 as California's first commissioner of secondary education; from 1919 to 1927 as superintendent of public instruction.

With good reason, Wood's work for California schools is often compared with that of Superintendent Swett, fifty years earlier. As John Swett secured the elementary schools—both in state law and in public demand—so Will C. Wood established California's system of secondary schools.

The lasting benefits from Wood's administration, however, are broader than his contributions to secondary schools. Under Will Wood's leadership, the whole outline of California's

modern school system was sketched—in law, in school practice and in the expectation of the public.

### Leads In Thought and Action

Long before Wood's time, visionary scholars and optimistic schoolmen had been discussing the changes that were needed and evolving a new design for the schools. Wood's great contribution was his championship of their rational school plans from vision to reality.

His personality, for a task requiring so much persuasion of civic and professional groups, was a "natural." Those who observed Will Wood in action were impressed, always, with "his gift for friendship"—"his genius for building group loyalty"—"his dependable eloquence."

Some of his ideas about a leader's responsibility explain why his projects for school improvement were usually basic and permanent. "The leader," he believed, "must spur the search for best answers . . . must seek underlying

principles . . . must have a fondness for central problems."

His entire career is a demonstration of another of Wood's convictions. "If we hesitate because there are objections, we are not leaders but followers . . . the will and the courage are as necessary as the vision of the problem."

Wood brought to his office an immense zeal—a dynamic devotion to school causes—fed partly by ambition but also by the memory of his own struggle for adequate schooling. Like Abraham Lincoln, he hit hard at some of the inequities he had himself experienced. His own rise in the profession was unaided by such "open sesame" as advanced degrees or influence of fond professors.

William Christopher Wood, as he is listed in the family Bible, was the son of a struggling fruit farmer in Solano County. The father, a graduate of Abington College in Kansas, had left

the poorly paid teaching profession in the hope that the Elmira ranch would provide a better livelihood for his large family.

Young Will's childhood was divided between an indifferently taught rural school and the chores and worries of the fruit ranch with its recurring crises of frost, drouth, and harried harvest times. The school's free library books became his chief boyhood enthusiasm. From his earliest school years, he did not doubt that he would attend college and that he would become a lawyer or statesman.

Will's first three years of high school duty were spent at the three-year secondary school provided by Elmira—one of the stop-gap institutions provided by many small towns for a brief period in the nineties. There was one teacher, one course of study—the course that prepared students to take admission examinations at the University of California. There were no free textbooks, no laboratories, no physical education, an inadequate library. Young Wood graduated in 1898—the eloquent valedictorian of a class of four.

Will attended Vacaville high school for his fourth year of secondary study. He was valedictorian again, this time in a class of seven. That valedictory, however, won him a tremendous ovation—the first of hundreds of ovations he was to receive from audiences in twenty-six states.

#### Struggles for An Education

Young Wood's speechmaking at local debates and Fourth of July celebrations regularly pleased the community. Family and friends agreed with the visiting judge who advised that "this young man must be given a college education for he will go far as a civic leader."

Will's plans for college study, how-

ever, were blocked for some time. The father died. Drouth reduced the family income. Employment was at a low ebb.

He worked for a year on the family ranch and served as "boss of the fruit shed" for a neighbor. A summer's work as census marshal gave him his first taste of civic office, but netted him exactly \$100.80. A loan of a hundred dollars from the village grocer enabled him at long last to register at the University of California.

Will's career at Berkeley lasted just one week. It was hazing season. Freshman Wood effectively plied attacking sophomores—and University property—with a high-pressure water hose. He found it wise to register elsewhere; this time, at Stanford.

#### A Teacher By Chance

By the merest chance of course scheduling, Wood enrolled in a class in history of education taught by the popular young professor, Ellwood P. Cubberley. It was Cubberley who influenced Wood to consider the profession of teaching and who gave him a profound understanding of what schools mean to a nation, as well as to the individual.

Twenty years later, it was again Cubberley who sat with Superintendent Wood through the "Jones Committee" hearings. The plan for a more serviceable state school office which Cubberley presented to the legislature at that time, Wood was to promote, in part, into law.

As Wood finished his year at Stanford, he realized that return in the fall was impossible. Continued drouth had further reduced family finances. After considerable effort, he obtained a teaching position in a country school in Suisun Valley.

Within the year, Wood was led

further into the unchosen profession which was to claim him for twenty-five years. He was asked to take over the principalship of the six-room Fairfield elementary school, a position which he held for six years and which established him as a "coming leader" in the profession.

During the Fairfield years, Will married Miss Agnes Kerr; and there his only son was born. Professionally, he earned a reputation for managing a school with exceptional efficiency and high morale. He was appointed to the county school board and became active in local teachers' meetings. He was elected to "Scholia," that club of alert and jovial schoolmen nostalgically remembered by two generations of California's educational leaders. And in Fairfield, as in Elmira, few community meetings were complete without a speech by Will C. Wood, the local Demosthenes.

#### His First Assignment

The young principal's next professional advancement was an elementary school principalship in the Alameda city system.

In Alameda, Wood's speaking ability and his talent for building high staff morale again attracted much favorable comment. His work in supervision—a service only then being recognized as important—added to the prestige of his school. Principal Wood spent much time planning with the teachers a series of "lesson outlines," in an effort to bring into daily classwork more of the momentum of pupils' genuine interest.

Wood's educational psychology was pungently expressed in a printed motto that hung on his office wall for many years. It carried, beneath the picture of a daydreaming youngster, this graphic description of much school work of those—and other—times:

*I'd like to know a lotta things  
With kuriosity I'm kurst  
But techer sez I gotta git  
My ejucation furst.*

The old ambition for a college degree led Wood to enroll in evening and weekend seminars at Berkeley. Here he met Dr. Alexis Lange, that redoubtable crusader for a secondary system of schools. Lange's ideals for secondary schools, like Cubberley's on organization of the school system, were to be carried far toward actual practice through the efforts of Will C. Wood.

Wood's Alameda neighbors smiled at

#### ABOUT THE AUTHOR . . .

Believing that historical personalities of note leave an invaluable example to posterity, we have published in the last few years several biographical sketches of early school leaders. The story of Will C. Wood—whose life was a dramatic demonstration of educational leadership—is too important to reduce to a brief summary. We have therefore arranged to print the Wood story in two installments, the first of which begins on this page.

Author is Miss Jeanette A. Vanderpol, who earned her doctor of education degree in history and philosophy at USC in 1953. Subject of her 354-page doctoral dissertation was "Will C. Wood, Chief of Schools." After hearing parts of the Wood history from Sam Cohn and Archie Cloud, we obtained Dr. Vanderpol's work from Willsie W. Wood, son of the educator and vice-president of Transamerica Corporation. The perception, insight, and scholarship of her exhaustive study would entitle Dr. Vanderpol to wide recognition if the work had been published. Former student at Columbia and Stanford, she has taught in South Dakota, Michigan, and Colorado and was, at the time of writing, director of student teaching at Chapman College, Los Angeles. —J.W.M.



his habit of reading even as he walked to and from his office. Colleagues commented on his penchant for reading everything available on each new school problem.

### A Genius for Friendship

At one regional CTA meeting, Wood spoke on his current interest, "Nature Study"—grandfather of today's elementary school science. An eminent Canadian educator who appeared on the same program was so impressed with Wood's speech that he predicted, "If young Wood lives up to his ability, Alameda will not be able to hold him much longer." Home-town newspapers played up the incident with much pride, and colleagues were congratulatory.

Shortly after moving to Alameda, Wood overheard a new evening-school principal inquire about lodging. He invited the stranger to take a room in his own home; the invitation led to a permanent arrangement and a valuable friendship. The unexpected guest was Sam Cohn, whose years of service at the state office of education in later years made him one of the most widely known schoolmen in the state. Even today, when Will Wood's name is mentioned, that of Sam Cohn, his close friend and faithful lieutenant in many projects, is likely to be mentioned also.

### He Studies Law

With Dr. William G. Paden, another frequent house guest, Wood read Blackstone, unwittingly preparing himself for work on some of California's basic school laws.

Wood devoted much time and effort, while at Alameda, to helping with the reorganization of the several teacher

organizations into a single statewide CTA. In this work, too, he formed many permanent friendships and was recognized as an exceptional leader. The newly organized California Teachers Association asked him to become the first executive secretary, but Wood elected to remain in Alameda.

Several years later, an opinion poll ranked Will Wood as fifth among those who had contributed to CTA effectiveness, although he served only one year in office (secretary in 1908-09). Few school officers have so fully utilized and supported professional organizations as did Will Wood in later years. CTA gave Wood consistent support during his administration.

Three years after moving to Alameda, Wood became a candidate for the city superintendency. He became superintendent of Alameda schools at age of twenty-nine.

### Introduces New Ideas

In that position Wood earned his reputation for "picking up progress wherever it was to be found." He promoted a long-needed building program. He encouraged the "newer" studies such as music, art, physical education, citizenship, health, homemaking, nature study, social studies. He assembled the "lesson outlines" into the city's first printed course of study. He planned teacher institutes reputed as "a good show." He experimented with the new-fangled intelligence tests. He made surveys to discover how many secondary students needed college preparatory courses and how many needed courses in "how to live and make a living." He introduced a few vocational courses.

In the matter of the new "intermediate schools," as junior high schools were first known, Superintendent Wood was less avid than many superintendents. He had little faith in obtaining improved school work for adolescents by such formal changes as departmentalized teaching, separate buildings, or wide course options. He mistrusted impersonal teachings of large numbers of pupils by one teacher, and even then, was asking for more guidance services.

### Gives Facts to Public

True to his belief that "the leader must know his public as well as his schools; and the public must know the leader as well as their schools," Wood carried out a heavy speaking schedule. He "gave the public the facts"—but also an occasional admonishment.

By 1913, the dynamic Superintendent Wood was ready to move on to broader fields and he was increasingly restive under a new board's uncertain favor. A recent state law which he had supported with other CTA leaders furnished him his great opportunity.

This law required the governor to appoint a new state board, which, in turn, was required to appoint three new state commissioners—one each for elementary, secondary, and vocational education.

Wood's application for the elementary commissionership was made in a unique setting. Superintendent Edward Hyatt had arranged to hold the annual convention of city and county superintendents on board a train of Pullmans routed to Mt. Shasta. Also with the party were the members of the state board who had been selected by Governor Hiram Johnson and who were eager to get action on needed school improvements.

### Wins New State Post

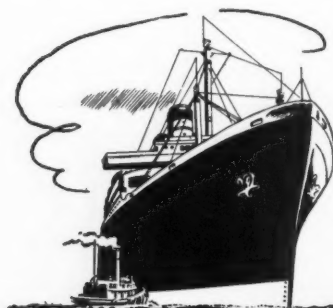
The chairman regretfully informed Wood that the elementary commissionership was being reserved for a woman. Wood continued his active role in the "convention on wheels" but returned home in low spirits. The following day, he was informed that the board had recognized his outstanding ability and hoped he would accept the secondary commissionership.

*The story of the leadership role played by Will C. Wood will be concluded in the November edition of CTA Journal.*



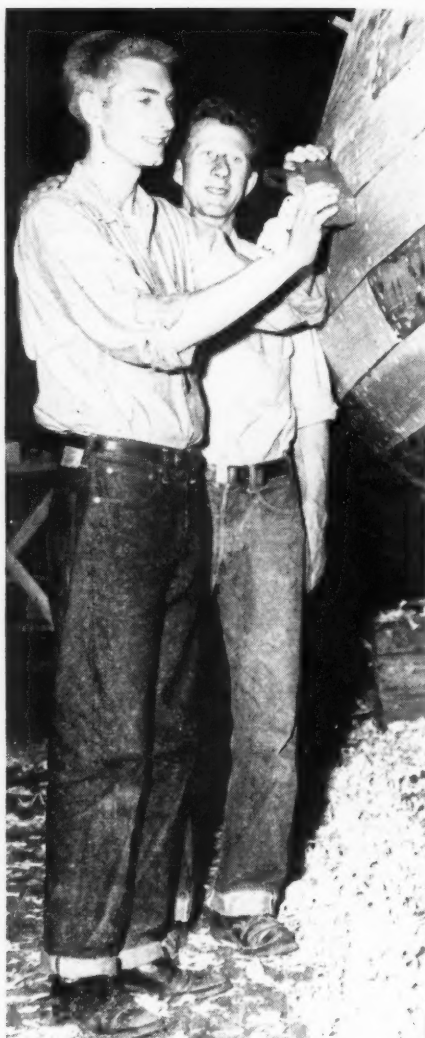
*If I can't be teacher, I won't play!*

Mare Island Naval Apprentice Training School, in cooperation with Vallejo Unified School District, provides a successful



## School for Shipbuilders

Emery Dowell



**LIKE FATHER, LIKE SON**—George Sturn and his son, Bob, form one of the many father-son teams united in the craftsmanship of shipbuilding at Mare Island Navy Yard. The younger Sturn is enrolled in the Apprentice Training School at the base as an apprentice joiner. Now more than a century old, Mare Island has families of craftsmen that now extend into the fourth generation. More than 600 apprentices are trained each year in the school there. U. S. Navy photo.

**S**KILLS that will perpetuate America's supremacy of the seas for generations are constantly being developed at the Mare Island Navy Yard near Vallejo, California. There, in the famed Apprentice Training School, young men from all over the nation learn to build great ships just as their predecessors have been doing for a hundred years.

The huge shipbuilding center, tucked away at the far north end of San Francisco Bay, celebrated a century of service to the fleet last month. The program of apprentice training that has kept "know-how" ready and waiting through five conflicts is nearly as old.

It began when three young men were apprenticed to the trades of stone mason, joiner and blacksmith in 1858 and continues today with more than 600 students annually acquiring the skills of modern marine engineering.

During the first half century of apprentice training at Mare Island the young men learned their trades simply by assisting skilled craftsmen to whom they were assigned in the shops.

### 42-Year-Old Program

Then, in 1912, President William Howard Taft issued an executive order calling for the establishment of fully-staffed schools where Navy apprentices would receive solid academic foundations upon which to build their technical training.

This program continues today with four full years of intense study expected of every apprentice before he is granted the coveted certificate of completion.

The Navy expects and obtains earnest application from its apprentices. Because they are paid while they learn—fourth year men earn about \$4,000 annually—they must display ample

evidence of progress throughout their years of training. Normal age limits for apprentices are 16 to 22 years, but these are waived for veterans. The present student body includes some men in their fifties. According to E. A. Drake, training superintendent at the base, these veterans have made excellent apprentices.

### Both Work and Study

An apprentice's time is divided between classroom work and experience in the shops. As progress is made toward completion of the program, more and more weeks are spent as a productive member of the work force in the shops, less and less in the classroom.

The man responsible for keeping this balance at optimum efficiency is Gus Oertel, veteran supervisor of apprentices. Oertel records the job being done by every apprentice in the school and, through close liaison with shop masters, makes certain that every trainee receives a thorough orientation into his chosen trade.

Oertel explains that the curriculum of the school is a flexible, volatile program, capable at any moment of assimilating the technical advancements that alter shipbuilding methods. "We don't want the tail wagging the dog," he emphasizes. "Everything we teach here is based on the skills that are needed out in the shops."

For this reason the masters of these shops at the shipyard have much to say about what is taught in the classes at the school. Journeymen from these shops teach trade theory to the apprentices in each specific group. Great care is taken to be certain that the training program stays in step with the work program.

## Instructors Credentialed

The faculty of the apprentice school includes twelve men accredited in their fields by the California Department of Education and the public school system of Vallejo. The chief instructor is Bill Williams, who has been teaching in the school for 23 years. Apprentice Supervisor Oertel is a member of the Board of Education of the Vallejo Unified School District.

Instructors who teach any subject having a direct relationship with the pupils' trades must possess a Smith-Hughes Credential, so named after the Congressmen who co-authored the legislation establishing the requirement. This means that they must be qualified tradesmen as well as qualified teachers, themselves completing a four-year apprenticeship in their chosen craft.

Under an agreement first set up in 1927 between the shipyard and the school district, one-half the instructors are provided by the district, the other half by the Navy. The district receives average daily attendance reimbursement from the state for the pupils taught by district teachers and in turn pays a portion of all salaries. The Navy receives no ADA.

Young men enrolled in the school who have not yet completed high school may fulfill the requirements for a diploma during their apprenticeship. By further application to their work they can qualify for the granting of an Associate of Arts degree from Vallejo College.

## Naval or Industrial Jobs

Most men who complete their apprentice training at Mare Island begin their careers as craftsmen in the shipyard there. However, some are beckoned by the excellent opportunities



**SCHOOL OFFICIALS**—Leaders of the Apprentice Training School at Mare Island discuss problems of administration. E. A. Drake, base training superintendent, is standing before an organization chart showing the entire system of training. Seated at left is Gus Oertel, apprentice training supervisor and member of the Vallejo board of education. At right is Bill Williams, chief instructor at the training school.

offered by private industry. This does not worry the Navy.

"Our work here, and the number of positions we can offer, is subject to the variations of defense needs reflected in appropriations," Oertel points out. "But the skill is created and will be available when a need arises, whether it is here at Mare Island or a thousand miles away."

Not all the efforts of the school are directed to the training of apprentices. It is part of the staff's job to get the "word" out to the shop craftsmen when new methods, new equipment or new processes are developed. The Mare Island School also trains key men sent there from naval installations all over the Pacific area to learn these new

skills. They, in turn, take the knowledge back to the tradesmen at their individual stations.

## Keep Up on New Ideas

Veteran Mare Island teachers and craftsmen are sent to school, too. Instrument manufacturers and the makers of other highly technical equipment constantly maintain programs to familiarize Navy men with scientific advancements. It is rare when a Mare Islander is not receiving instruction in the east at plants of General Electric, Westinghouse, Sperry Gyro and others. The assignment of men to these courses is another task of training school officials.

There are also evening classes throughout the fall, winter, and spring months. In these, tradesmen advanced in the technical knowledge of their crafts probe into their professions until they become veritable scientists. These courses are taught by physicists, mathematicians and engineers loaned to the Navy by the University of California, Stanford University and other educational institutions.

Into another century of shipbuilding, the quest is ever for skill. For only men of skill will build ships—better ships, faster ships, safer ships—for a Navy that can never again in the foreseeable future dare to be less than the best.



**MARE ISLAND**, greatest outpost of the U.S. Navy on the West Coast, celebrated its centennial last month. The Naval Apprentice Training School, described in the article above, was on public exhibition. For

Journal readers who would like to know more about this amazing installation, **A LONG LINE OF SHIPS** was published by U.S. Naval Institute on September 16. The well-written, beautifully illustrated book of 268 pages by Lt. Com. Arnold S. Lott, USN, retails at \$4.95. It may be obtained from booksellers or from Book Headquarters, 739 Marin Street, Vallejo. For a classroom project in California history, this book is cordially recommended. Incidentally, Emery Dowell, author of the article above, was publicity director of the Mare Island Centennial.



Here is the story of a successful recruitment project undertaken by a business and professional women's club. With the aid of the new CTA publication, "Careers in Education," similar projects all over the state will help us meet a critical problem.

*Norma Shanahan*

## To Guide Youth Into Teaching

**T**eacher recruitment was selected a year ago by the Education and Vocations committee of the Hayward Business and Professional Women's Club as one of several projects for intensive study. The estimated need for 13,000 additional teachers in California each year for the next five years supplied the incentive for the committee to give serious thought to a way of interesting young people in teaching.

The chairman called on Jack Rees, district superintendent of Hayward elementary schools, and Lawrence Ramm, assistant superintendent of Hayward union high school district. These educators gave their approval.

We decided to work with senior high school students. High school counselors talked with the students on the advantages of being a teacher. As a result of these meetings, 30 students expressed interest in teaching.

### Students Encouraged

Our next step was to think of a way to give these students an experience which would impress and encourage them to consider teaching as a profession. This part of the program was planned by members of the committee and the central staff of Hayward elementary schools.

On an appointed day the students, accompanied by Elizabeth Lee, high school counselor, were transported by bus to the administration building. They were escorted to the board room, where they found booklets on the tables so each student could immediately become interested in the information given on Hayward schools. Refreshments were provided by the Business and Professional Women's Club and served to the students while they were looking through the booklets. The students were now in a receptive mood to give their attention to a panel discussion on teaching. Subjects discussed were school buildings,

equipment, supplies, salaries, teaching as a career, retirement benefits, and the need for teachers in the state.

### Visit Classrooms

Following this session, students divided into small groups and were escorted in private cars to Baywood, Cherryland, Kimball, and Winton schools, where they were briefed by the principals and then taken to a primary, intermediate, or upper grade, according to their choice. They observed the children and their teacher working in the classrooms. The student groups then met with the principal, a representative teacher and a central staff member to evaluate their observations. On returning to the high school, the students wrote essays on their reaction to the program. The results indicated that 30 students are seriously

thinking about teaching as a career.

This program was so well received that the Hayward Business and Professional Women's Club invited the Eden B.P.W. Club to use our plan in the San Lorenzo high and elementary schools. The club and schools cooperated and an additional 27 seniors were recruited for teaching.

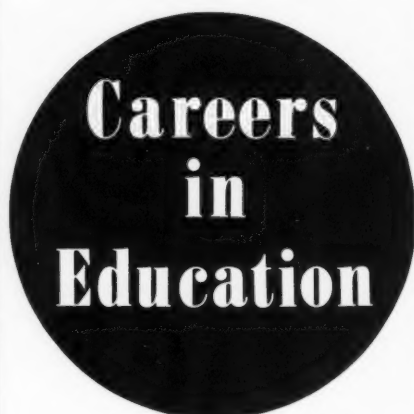
### Elementary Emphasis

While the above program was in progress, the committee decided that a way should be found to acquaint more students with the teacher recruitment program. We arrived at the conclusion that students should become interested in teaching before they are seniors so they can plan their high school programs toward that goal. Therefore, the committee decided to start a teacher recruitment program in

**A**N attractive, two-color, well-illustrated 80-page booklet entitled "Careers in Education" came off the presses early in September. Published by California Teachers Association under the sponsorship of the CTA Commission on Teacher Education and Professional Standards, the booklet is directed to high school and junior college students as an aid to selecting teaching as a professional career.

Charles Hamilton, secretary of the TEPS Commission, and Dr. Lucien Kinney of Stanford University, assisted by graduate students in the Stanford School of Education, wrote the text, which was carefully checked in actual guidance conferences. More than 70 pen drawings were created by Margaret Atkinson of the CTA Publications staff. The cover is a glossy black and red.

Fifteen thousand copies will be made available to school districts as a primary tool in the recruitment of teachers. A flood of orders has already been received at CTA offices. Single copies are priced at 35 cents; in quantities of 10 or more, 27 cents each.



the eighth grades of the Bret Harte and Winton schools. The principals agreed and gave us time for the project.

The program in the elementary schools consisted of a panel discussion and a question and answer period. In addition to members talking about teaching as a career, specific areas were discussed such as primary, intermediate, upper grades, high school and physical education. Each speaker gave interesting personal experiences which happened during his or her teaching career.

At this point the committee knew that we had reached the students, but we wondered if the parents knew about the teacher recruitment program. The committee asked Esther Carson at the high school to prepare a brochure which was carried home by senior and eighth grade pupils.

The general public was informed of the teacher recruitment program by several articles which were published in the local newspaper. Parents of all high school students were informed of the program by means of the Superintendent's Bulletin.

#### Results Constructive

The committee evaluates the "Teacher Recruitment Program" in this way:

- 1—Students and adults are aware of the teacher shortage in the Hayward area.
- 2—A better understanding of the teaching profession has been promoted which should be conducive to more students entering the teaching field.
- 3—There has been a spirit of cooperation between schools and teachers in presenting the program to the students and club members.
- 4—Several ways have been found to give publicity to the project.
- 5—A local club took the initiative in doing something about the teacher shortage.

As a result of the recruitment program a "Future Teachers of America" club has been organized in the Hayward high school. This group includes any student in the school who is interested in teaching. The members have expressed a desire to visit the elementary schools next year so they may receive first hand information on teaching as a career.

The Hayward B.P.W. Club has a scholarship fund of \$600 which is available on a loan basis to a student or mature woman for educational advancement. At present \$450 is being used by a person training for teaching.

## New Revenue Code will allow relief for teachers on retirement income

# EXEMPTION ALLOWED

A LIMITED exemption for retired teachers by means of an income tax credit will be permitted under the recently enacted United States Internal Revenue Code, according to advice from Harry L. Fledderman, attorney in the firm of Johnson and Stanton, CTA legal counsel. The average unemployed retired teacher in effect will be able to exempt up to \$1200 of retirement income from tax in addition to other personal exemptions.



MARY JO TREGILGAS started her new duties as NEA Director for California on July 1, serving with Dave Conley and John Palmer as representative of the state for the national professional organization. She won a B.A. from Whittier College in 1945, has taught sixth grade and directed the glee club at Augusta A. Mayo school in Compton for seven years. She has been an officer of Compton Teachers' Club for five years and a state council representative for three years. She has served as public relations chairman of CTA Southern Section and president of California School Public Relations Association.

The National Retired Teachers Association, affiliated with NEA, had worked for passage of a similar tax treatment (the Mason Bill) last spring, but its principal provisions were included in the 1954 tax revenue bill (HR 8300) finally approved by Congress.

#### Formula Fixed

Section 37 of PL 591 provides that an individual who has received earned income in excess of \$600 in each of any ten calendar years before the taxable year in which he has attained the age of 65 will be allowed a credit against his income equal to the income tax rate for the first \$2000 of taxable income times the amount received as retirement income up to \$1200 less (1) any amount received as a pension which would have been otherwise excluded from gross income and (2) any amount of earned income in excess of \$900 received by the taxpayer.

Retirement income includes income from pensions, annuities, interests, rents, and dividends if it does not represent compensation for personal services rendered during the taxable year, but does not include Social Security benefits. Any compensation earned during the year in excess of \$900 would reduce the maximum amount of retirement income subject to this treatment. In most individual cases the new change amounts to a saving in income tax of \$240 (20 per cent times retirement income of \$1200).

#### Husband and Wife Qualify

Individuals who are under age 65 and who are retired under a public retirement system, such as teachers in California, receive a similar credit on up to \$1200 of pensions received under the public retirement system. A husband and wife each may qualify for this credit if they both meet the requirements of the section. In California where the retirement income is community property, up to \$2400 could thus be received income tax free by a married couple.

# Advisory Committee on Public Relations Begins Its Studies

(See Corey editorial on page three)

A NEW and unique activity in the field of school public relations is now in full forward motion under the banner of California Teachers Association. It is the formation and work of the CTA Public Relations Advisory Panel. The panel is unique in that it functions only in an advisory capacity and because its membership includes three persons who are not members of the teaching profession.

### Competent Members

The panel is made up of the following: Mrs. Sarah Carter, chairman, Eureka Senior High School; Paul R. Bartlett, President, Radio Station KFRE, Fresno; Glenn E. Carter, Assistant Vice President (Public Relations), Bank of America, Los Angeles; Dr. Herbert C. Clish, Superintendent of Schools, San Francisco; Stuart Dufour, Administrative Assistant, Salinas Public Schools; Harry Frishman, Supervisor of Publications, Long Beach Public Schools; Roy Rosenberg, Editor and Co-Publisher, Sacramento Union.

The contributions of the lay members to the work of this committee deserve the appreciation of the teaching profession of California for their willingness to give so much of their time to the task of improving school-public relationship in California.

The panel has already set up fifteen public relations problems which it is their intention to study so that they may make recommendations as to how each might best be solved.

### Recommend on Books

As this is written, in early September, there is being prepared for mailing to all administrators and CTA chartered chapters the findings and recommen-

dations of the panel on the subject of the public relations importance of locally adopted policies and procedures for local selection of textbooks. The panel recommends:

"1. That every school district formulate a plan of procedure for the local selection of textbooks, have it adopted by the board, and have it followed as a matter of fixed policy.

"2. That the planning of policies and procedures in respect to the selection of textbooks might well be undertaken by cooperation between administration and teachers. It is the consensus of the panel that the process of selection of textbooks is primarily a responsibility of the profession.

"3. That details of such a planned procedure, when adopted, be made public, through all available channels of publicity."

With this recommendation is being mailed typical outlines of procedures for textbook selections which guide the activity in various California school districts.

The panel this year will examine at least fourteen other problem children in the public relations family. Reduced in context, these are:

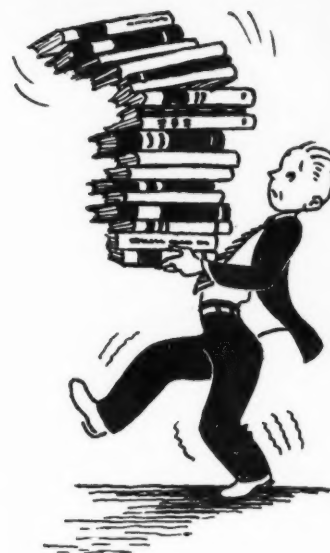
### Wide Range of Studies

How to teach controversial subjects.

How to get teachers out of the climate of fear created by attacks on teachers as subversive.

How best to meet the widespread belief that modern schools are neglecting the three R's.

How to meet the often-voiced complaint that many students receive diplomas which they do not seem to have merited.



How to make teachers more competent in the skills necessary for satisfactory teacher-parent relationships.

How to encourage administrators to give more complete and full information on schools matters to the press and other media.

How to meet the complaint among teachers that too often they are unable to answer questions asked by parents and others because they are not informed of administrative and board planning.

How to get to the business community in more impressive manner the ever-recurring testimonials of prominent commercial leaders and firms to the value of public education to American business. How to make unjustified the statement that administrators and boards sometimes give good recommendations to teachers when such recommendations are unjustified.

### How About Subversion?

How to give more wide and frequent accent to the fact that the teaching profession has itself directed legal and other roadblocks to thwart the possible infiltration of subversive persons and ideas in the schools.

How to drive home to public consciousness the job the schools are accomplishing in training youth for American citizenship.

How to meet the complaint that discipline is lacking in California schools.

How to improve public understanding of the manner in which today's schools are offering varying programs of instruction to meet varying abilities and needs of pupils.

—W. Harold Kingsley,  
CTA Acting Director of Field Service



*Although support for Proposition 2 on the November general election ballot is strong, we must not permit defeat by default . . .*

## THIS WE MUST DO

. . . to assure state aid for construction of needed schools, we must work locally for a "Yes" vote on Proposition 2

ONCE more, the people of California, come November 2, will have an opportunity to meet the challenge which, as the Associated Press recently reported it, "the lure of the West and the June moon" have created in the schools of California.

It is the challenge surging out of a growing school population which is too big for available facilities. To meet it, the Legislature has placed on the ballot Proposition 2 which proposes that the State borrow \$100,000,000 for loans and grants to school districts where the classrooms are bursting at the beams and where local ability to finance new construction has reached the legal limit.

In light of the magnitude of the challenge, it is heartening that never before have so many great statewide groups joined forces in a campaign for school building as have united this year to conduct the campaign for favorable vote on the bonding measure.

### Representative Leaders

The Steering Committee in charge of the campaign consists of representatives of California State Chamber of Commerce, California Congress of Parents and Teachers, California Farm Bureau Federation, California Real Estate Association, California School Boards Association, California Teachers Association.

In addition, the proposal has been endorsed by the American Federation of Labor, the American Legion, the Democratic Party, the Republican Party, and some others, the CIO planning action at its next state meeting.

Also early endorsements have been generously voted by groups in large communities which will not be able to qualify for loans under the proposal. These include the Los Angeles Board of Education and the Los Angeles Chamber of Commerce and the Oakland Board of Education.

In a manual of instructions from the Steering Committee, school administrators and local teacher clubs have been asked to lead off the organization of local campaign committees made up of representatives of interests such as those which are on the Steering Committee or which have endorsed Proposition 2.

### No Major Publicity Planned

The campaign will rely more upon organization than upon the piping of information through newspaper, radio and television advertising. Expenditures will be relatively moderate because of the united influence of the great organizations which are directing and participating in the campaign.

One of the major moves to win votes is the preparation and distribution of three million folders entitled "Will There Be Room For Them?" citing briefly but with photographic punch the two-color message of the acute need for more classrooms.

By the time this issue of the CTA Journal reaches its readers election day will not be far away. This is therefore the final appeal in this publication to members of the profession that they accelerate the drive for "Yes" votes in their local communities.

### Overcrowding Is Not Solved

This will probably not be the last time that the voters will be asked to approve a large scale bond issue to meet the need for more schoolhouses. The human beings who came into the world in such large numbers during the war are just beginning to crowd into the 7th and 8th grades. Before you can say "extracurricular," they will be in high school. The problem will probably be as productive of school folks' headaches in two and four years as it is today.

Between now and November 2, drive home again, again and again, the story of the biggest school housing problem that ever confronted any American state.

# YOUR RUGGED CONSTITUTION\*



Here is the behind-the-jacket  
story of a publisher's success  
with a book about our greatest  
American document . . .

*Carol Greening*

**T**O the average citizen, the Constitution of the United States is difficult to read, to understand, or to remember. Written in the language of the eighteenth century, it is full of obscure words and phrases like "bill of attainder," "imposts and excises." Its concepts are not easy to grasp or to retain, especially if they are not translated into terms of everyday life.

Many Americans feel this way about the Constitution, and the problem has long been stumping educators. In 1950 two Los Angeles teachers, Mr. and Mrs. Bruce A. Findlay, decided that something had to be done about it and they began to work out a simple, lively "visual interpretation" of the Constitution.

## **Make Easier Understanding**

They took the Constitution, clause by clause, article by article, and put its meaning into terms that everyone could understand. For instance, to clarify the article dealing with legislative powers, they visualized the people as a powerhouse, with the people transmitting power to the Senate and the House of

Representatives. For each clause they prepared an appropriate illustration and a commentary explaining what rights and powers the American people give and get from each Article. The Findlays were surprised to find how naturally the Constitution fitted into this new dress, how relevant the 1787 document was to the present day.

The Findlays submitted their manuscript for this unconventional treatment of the Constitution to Stanford University Press. The Press was eager to publish it if a means of financing certain heavy costs could be found. These included checking the manuscript and its teaching concepts thoroughly and paying an artist for drawn illustrations. Fortunately, a way of financing its publication had just been opened.

Two brothers, Gordon and Allan Cray, had made a grant to the Stanford University School of Education for

\*Title of the now famous book by Bruce Allyn Findlay and Esther Blair Findlay, published by Stanford University Press, 1950, revised 1952, 282 pages. Miss Greening is publicity director for the publisher.

a study of fundamental American ideals, along with an inquiry into the most effective means of getting those ideals to American school children and to American citizens in all walks of life. This study showed that an understanding of the Constitution is fundamental for good citizenship—but that few Americans, young or old, understand the Constitution.

## **Preparation Begun**

A. John Bartky, Director of this American Ideals Project, appropriated Cray funds to cover these extra publishing costs. Richard Dawson, a freelance artist, began the drawings which were to add so much character and liveliness to the book. Meanwhile, the text was fine-combed by professors of law, political science, and education at Stanford for possible misinterpretation.

With this money, the elaborate editorial and art progress was under way. Finally, the book was ready. It had been christened "Your Rugged Constitution"—a title which was to invite an occasional smile from those who confused the title with a physiology text, but which nevertheless carried out the idea of the enduring vitality of the Constitution.

The response to the book amazed both authors and publishers. It was promptly acclaimed as the most effective popular interpretation of the United States Constitution ever published. Herbert Hoover praised it; Philip Murray praised it. The Freedoms Foundation and the Colonial Dames of America both gave it awards and citations. Teachers welcomed it with open arms.

Stanford University Press turned over the textbook edition rights to Science Research Associates for the widest possible national distribution. It was acclaimed by the constitutional committee of the American Bar Association.

## **Used in Citizen Education**

William Robertson Coe, a retired industrialist, distributed copies of the book to companies of which he was a director. He found the response so enthusiastic that he decided the book could be an important means of employee citizenship education. As an experiment, he financed an initial printing of 100,000 copies of a special "Patriots Edition" which could be purchased in large lots by companies to distribute to their employees. The idea caught on like wildfire; oil companies, cookie companies, banks, airlines, rail-

ways, chain stores, and firms of all varieties sent in orders. Distributors quickly mounted to the half million mark. Churches, patriotic organizations, YMCA and similar groups also bought copies for distribution. Among the purchasers of the patriots edition have been Firestone Tire and Rubber Company (40,000 copies), Standard Oil Company of California (10,000 copies), Ward Baking Company (8,000 copies) and Phillips Petroleum Company (20,000).

In the Fall of 1952, "Your Rugged Constitution" entered a new phase. Donald Bean, Director of the Press, had long felt that the distribution of the book to employees, though valuable in itself, was not enough to accomplish the basic goal of educating Americans about the Constitution or the principles of our way of life. A conversation with Albert Beeson, then in charge of industrial relations at Food Machinery and Chemical Corporation, led to a new

experiment in employee relations, based on "Your Rugged Constitution."

#### Industry Takes Interest

Food Machinery employees who had previously indicated that they would like to know more about the "why" and "how" of the American economy were now invited to a first experimental series of discussion meetings on American Ideals and American Industry. Attendance was voluntary, in off-the-job time with attendance which averaged eighty per cent of those who registered for the course. Three groups attended—production workers, office workers, and supervisors. The course has now been repeated two additional times, one of nine and the other of ten two-hour sessions. Husbands and wives of employees were invited. Lecturers and discussion leaders were obtained from Stanford University and from the San Jose Adult Education Department.

The sessions themselves consist of one-hour lecture periods (sometimes

with films), followed by brief breaks, and then by "the heart of the course"—the discussion sessions. Employees hash out such questions as "Why did we establish the Constitution of the United States? Does a social revolution always involve bloodshed and war? How much net profit does industry make? Are political parties pressure groups?" An economist, a union representative, a congressional representative each spoke at the session pertinent to his field.

During the progress of the first and second repetitions of the course, Dr. Bertrand Klass of Stanford Research Institute evaluated the effectiveness of the program. Revisions and changes in program content and procedure were made as this research proceeded. At the conclusion of the experiment, Dr. Klass wrote a book about it entitled "The Stanford-Food Machinery American Ideals Course: A Research Report on an Industrial Education Experiment," which was published in November 1953 by Stanford University Press.

#### Study Groups Expand

The "Handbook for Discussion Leaders," which was used in the course, has also been published by the Press for general distribution. Dr. Klass's book, however, includes not only the background of the program, but also these lecture and discussion outlines, background reading materials in full, evaluations of the films used, and observations made by SRI during the course. Paul L. Davies, president of FMC, wrote the foreword to the book. All of these published materials—YRC, etc.—have been used as textbooks in the offerings of the Food Machinery Course by Adult Education. Leaders for each of these courses were obtained from San Francisco State College, Stanford University, and San Jose State College.

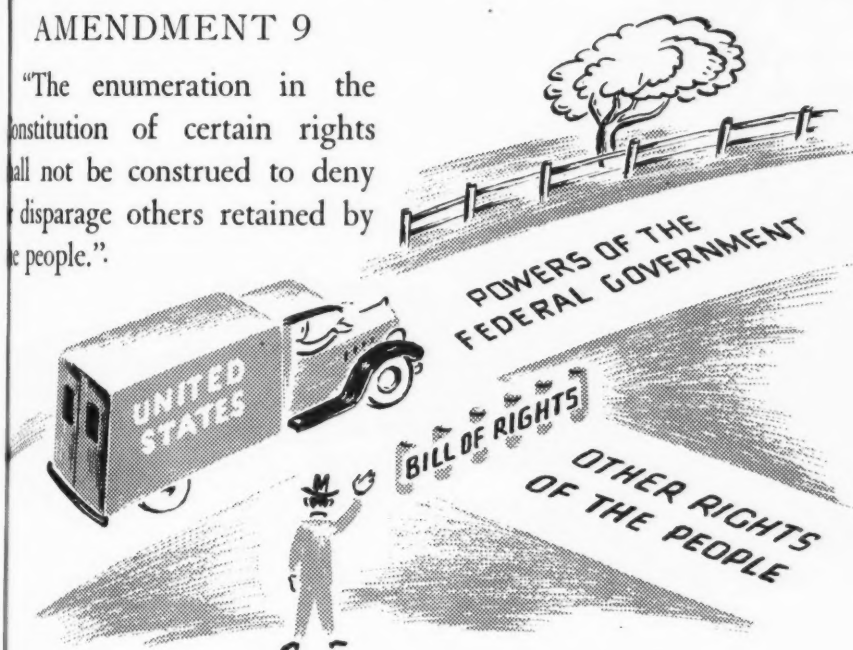
The Sacramento Chamber of Commerce sponsored a session of the course for its members, and in Palo Alto an eleven-week course was sponsored by the Palo Alto Department of Adult Education, the Palo Alto Chamber of Commerce, and the Stanford University Press.

Each national election, each major decision by America's leaders, each proposed change in its powers makes it imperative for every citizen to understand and appreciate the rights and privileges he holds by virtue of the Constitution. The work begun by the Findlays will end only when that goal is achieved.

## YOUR RUGGED CONSTITUTION

### AMENDMENT 9

"The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people."



**deny:** To the federal government any authority over certain unspecified and indefinite rights.

**get:** (a) Protection against interference with any rights that were not thought of in 1791; (b) further assurance that the people's power will not be seized by a dictator.

Reprinted from *Your Rugged Constitution*, Courtesy of Stanford University Press





**W**E have received several requests that we publish a series of articles on the school district budget for information of teachers generally. It was suggested that such a series might ease the work of local association salary committees.

A complete review of all school district budget problems would be like a textbook on school finance. These are already available. Rather we plan that occasional articles will deal with the most conspicuous problems which cause trouble in local salary discussions. We shall open the subject with some general observations.

#### State Budget Studies

We have sought in recent salary committee workshops to make salary committee members aware of the annual school budget studies of the State Department of Education Bureau of Educational Research. These are published annually for most districts and are the most convenient documents reporting the operations of the school district General Fund budget. These data furnish us with trends or tendencies, derived from actual district experience, as to the proportionate expenditures involved in maintaining programs of education in the public schools. It would be an unwarranted use of these trends to consider them as standards of expenditure practice to which all districts should adhere. However, we are not amiss in pointing to these data as the most appropriate yardsticks at hand dealing with questions about local budget planning and management.

The school district budget appears in a local paper in August, meeting publication requirements. A part of this schedule covers the General Fund section of the budget. There may be other funds budgeted separately and published, such as a Bond Interest and

Redemption Fund, a Building Fund (several kinds are possible), a Cafeteria Fund, a Child Care Center Fund, and so on. The General Fund is of interest to our present article because it is from this fund that certificated staff salary expenditures are made. This section of the budget is usually involved in the determination of a good salary schedule.

#### Salaries and the Budget

We need to be intelligent and reasonable in using "cold statistics" to prove our point in a local salary discussion involving the budget. For example, we might decide to argue as follows:

"Our elementary district has an assessed valuation per ADA (AV/ADA) of \$10,000. This is close to average assessed value.

"We receive basic and equalization aid from the State amounting to \$152 per ADA. The State further helps us meet transportation expenditures and the excess costs of educating the atypical child.

"Our local tax rate of \$1.20 (30c above the 90c maximum, which was voted in a special election) raises \$120 per ADA, assuming a 100 per cent local tax collection, or \$108 on a 90 per cent of assessed value budget-drafting basis.

"We have no less than \$260 per ADA to spend, actually closer to \$270 because we are experiencing better than 90 per cent tax collection. Let's assume \$265.

"Recent experience with capital outlay needs, community services, and food services has required elementary districts statewide to spend for these \$20 per ADA. We therefore should have \$245 per ADA to put into 'current expenditures' as defined by the California School Accounting Manual.

"When we look at the pupil-teacher ratio for our classroom personnel, we get a ratio of 32 pupils per teacher. We should be spending \$7,840 per classroom for current operations.

"Elementary districts like ours, State budget studies show, tend to spend two-thirds of their current costs for 'instructional salaries.' We might expect to have such salary costs add up to \$5,250 per classroom.

# LET'S LOOK AT THE

## *Research suggests a way to avoid trouble in local salary discussions*

"This expenditure will necessarily include the per-classroom costs of administrative services—principals, vice-principals, supervisors, coordinators, and counselors in the guidance field, to the extent that we are maintaining these services. (Health, psychological and welfare services, we know, are classified as auxiliary services elsewhere in the budget.) Studies show that districts like ours, offering them, will have such services require something like 12 per cent of the salary cost in budget category 2a, leaving 88 per cent for the teacher. That leaves \$4,260.

"The financial statistics of our district indicate that we should be paying an average teacher's salary of \$4,260. Q.E.D."

Now then, this may be sound financial statistics, but you still have not necessarily won your case for an average salary of \$4,260. You still have a couple of hurdles to run. First, your statistical averages of school costs are like the statistical average man. He is a mathematical description, but he is not a living creature. As a living creature, the odds are overwhelming that he is exceptional in some way. Your school district's budget will have something special about it, peculiar to your district.

#### The Superintendent and the Budget

Your second hurdle is the fact that your superintendent is likely to say to you, "But I do not, nor can I, draft a school district budget on the basis of your argument. I don't start with a per-pupil figure and plan my salary budget, or any other budget function in this way. I must work in terms of district totals because I must superintend a total district." This is a correct statement.

Nonetheless, this fact should not make it impossible for both of you to agree that a per-pupil cost analysis of what is to happen in the budget after it is drafted and in operation is a valid way to examine the anticipated effects of policies before their adoption. Both of you should be able to agree to admit this evidence. It is only on the basis of some common denominator that the

# K THE BUDGET

district can see whether it is doing as well as may be expected of it in terms of common experience and practice elsewhere. The superintendent should be interested in such statistics for what they tell him as a manager of the enterprise: they help him to locate, identify, and solve his tough problems in providing a sound school program not in any way inferior to that which districts with similar financial capabilities are offering. A conspicuous part of the "sound school program" is a professional salary schedule which attracts and holds the district's teachers and creates for them professional incentives.

## Many-Sided Problem

We must remember that the figures which come to give the budget its "personality" appear only after many decisions in both the classroom and the central office, no few of which are difficult decisions. How many pencils per pupil are we going to allow? How much paper? What supplementary text materials? Audio-visual aids? What supervisory service, if any? What size classes per teacher? These decisions finally must stand up under public scrutiny and possible protest.

If you were following your local paper in August, you may have noticed that your district published there the proposed district budget for 1954-55. This printing is required as a part of the public hearing procedure in advance of final adoption. Once adopted and filed with the county and state education offices, this budget sets the expenditure plan for the year. Within

This last procedure is of interest because of the recent innovation of "current growth apportionment." For rapidly growing districts, growth apportionment in addition to that based on the prior year's ADA may be a large sum. This must be estimated and included in the budget; not to do so would mean the district could not spend this additional revenue when it applied for it and received it, without the trouble of re-hearing the budget.

Another point to recall, though, is that while growth ADA brings in additional revenues from the state, it does not add complementary revenue from the district. District revenue is always current, based upon this year's assessed valuation and tax rate. State aid, computed upon last year's ADA and assessed valuation, can be regarded as a kind of reimbursement for last year's expenditures. Even growth apportionment is paid at the same rate per ADA as the regular apportionment for the previous year. In the district itself, unless there is a parallel growth in assessed valuation, a current increase in attendance actually will reduce local revenue **per child**. This is only partly compensated for by an increase in state equalization aid.

## Budget Forms

The school district budget is not an affair of local whimsy. It is prescribed by law and is prepared on a State form, Form No. J-41, California State Department of Education. This form can be obtained from your local central office or from your County Superintendent. All teachers who want more than a mere brush with school finance should examine the budget. It is an important public document for preserving local government and the fiscal independence of the public schools.

Even so, Form J-41 does not carry the whole story. It is really only an

worksheet breaks down the expenditure categories into more detail, but for reasons of economy it is not required that this detailed breakdown be published. In category 2a, Certificated Salaries of Instruction, the worksheet shows the following items:

- 2a1 Supervisors' Salaries
- 2a2 Principals' Salaries
- 2a3 Teachers' Salaries
- 2a4 School Librarians' Salaries
- 2a5 Other Certificated Instructional Staff Salaries

A still greater wealth of detail is available in the **California School Accounting Manual**. There we see, for example, that under category 2a5, we may classify directors, coordinators, counselors, lecturers, although in some cases it is also permitted to classify coordinators under "supervisors" or directors under "principals." Category 2b covers non-certificated staff salaries involved in the instructional function, such as school secretaries and clerks in audio-visual departments.

## Should Know Procedure

The documents mentioned herewith should be known to every teacher and be familiar to every salary committee member. Statistics on school finance should be the common property of everyone concerned with maintaining good schools, including parents and teachers. Such data are not a secret for trustees, school administration, taxpayers' alliances, or even local teacher club officers. The use and significance of these materials should not be a matter of disagreement. Of course, the ultimate decisions, and wisely so, are in the hands of the popularly elected School Board, who should be persons to whom the documents and statistics make sense and guide policy.

Finally, there are ingredients in budget drafting which cannot be reduced to documents and statistics. There are good manners, good will, and good faith. They are, of course, the characteristics of fine people. The moral is obvious.

## *An understanding of the problems of school budget-making will help clarify teachers' salary deliberations*

the overall limits of revenues and expenditures, there may be modest variations among the items, but the overall limits cannot be exceeded. In the unusual event that a substantial excess in revenues does occur, the law provides for re-hearing the budget and adopting a new limit.

outline or plan for the district's financial operations. The full story lies within the accounting system of the district.

There is one other document that should be described. It is Form J-42, which is a worksheet designed to help the local district draft its budget. The

*(In later articles, we hope to go into the budgetary significance of maintenance and capital outlay costs, salary allocations, pupil-teacher ratio, assessed valuations and tax rates, varieties of district revenues, auxiliary and special service costs. If good research exists, we shall try to include it. If only good theory exists, we shall try to defend it.)—Dr. Kenneth R. Brown, CTA Director of Research.*

## Bulletins Help Superintendents In Communication

**P**UBLICATIONS produced by city and county superintendents of schools in California provide excellent examples of effective communication with staff. Those designed for distribution to teachers and administrators contain official notices, announcements, and calendar of events, as well as notes on teacher aids and library accretions.

Many of the more attractively edited and designed periodicals, however, are directed to parents and friends of the schools within the district. These will tend to include pictures and simply written articles describing construction programs, development of curriculum, and subjects of lay interest.

The list below includes those bulletins received in the Journal office. Some are the best graphic presentations available in the state for a study of effective public relations and professional communication.

### Curriculum Story

An interesting and profitable use of this medium in periodic exposition of "what we teach and how we teach it" is illustrated in **Burbank Schools** and in **Santa Barbara City Schools**. Both are four-page publications, devoting editions to a single subject. **San Diego City Schools** also publishes an excellent **Curriculum Digest**, an eight-page monthly edited by Dr. George V. Hall. Others tending to emphasize the curriculum theme over news coverage include **Santa Barbara County Schools**, **Ventura County Schools**, and **San Mateo county's Our Schools**.

Many of the larger districts in California publish annual reports. One of the best, judged on design, production, and content, is the report issued by **San Diego City Schools**. Others, more modest in specifications, have effectively told the story of instruction and citizen support.

### Recruitment Brochures

Recruitment of new teachers is a theme being pushed state-wide, finding excellent expression in printed brochures. A two-color four-page production by **Pasadena Education Association** entitled **Is This the Life for You?** is one of the best illustrations of what a local

teacher group can do to interest young people in teaching as a profession. **PEA**, with Carroll "Jim" Hanson as executive secretary, publishes a four-page monthly **News**, which ranks among the best as a local medium.

### Association Sheets

Small teacher clubs often produce mimeograph news bulletins which serve primarily for announcement of meetings, reports, and summaries. A number of city-wide associations are doing exceptionally well with monthly printed sheets, well designed and well-edited.

Among the better association bulletins are: **Richmond Education Association Report** (Hiram D. Fry, editor), **Los Angeles Elementary Teachers Club Bulletin** (Robert M. Haley, editor), **San Francisco Classroom Teachers Journal** (Margaret Wheatley Merrill, editor), **ATOLA Reporter** (Affiliated Teacher Organizations of Los Angeles, Olive M. Donegan, editor), **San Diego County Teachers Association The Teacher** (Bill Scarborough, editor), **Fresno Teachers Association Chalk Talk**, and **Walnut Creek Teachers Association In A Nut Shell**.



### County Superintendents

County	Publication	Frequ.	Superintendent	Editor
Alameda	Bulletin	M	Vaughn D. Seidel	F. W. Fox
Contra Costa	School Bulletin	M	B. O. Wilson	
Fresno	Schools	M	W. G. Martin	Byron D. McCormick
Lassen	School News	M	Lucille Gansberg	Ruth Overfield
Los Angeles	Bulletin	W	C. C. Trillingham	C. C. Carpenter
Marin	Reporter	M	Wallace W. Hall	Edwin L. Blackmore
San Luis Obispo	School Talk	M	Hal D. Caywood	June P. Wiley
Santa Barbara	Schools	M	Alvin E. Rhodes	J. Milton Beck
San Diego	Education Newsletter	M	Cecil D. Hardesty	Lambert Baker
San Joaquin	Newsletter	M	John R. Williams	Eva Lalander
Santa Clara	Bulletin	M	O. S. Hubbard	E. J. Bohne
Sonoma	School Bulletin	M	Charles W. Wiggins	Arthur King
Ventura	Schools	M	Dean E. Triggs	Alma Greene
Yolo	Bulletin	M	Eleanor K. Bandy	

### City Superintendents

City	Publication	Frequ.	Superintendent	Editor
Alameda	Bulletin	M	Donald M. Broderick	Malcolm Longaker
Bakersfield	School Days	M	John L. Compton	
Burbank	Schools	M	J. R. Croad	
Kern	Bulletin	M	T. L. McCuen	
Sacramento	School News	BM	William J. Burkhard	
San Francisco	Bulletin	W	Herbert Clish	
San Diego	Bulletin	W	Ralph C. Dailard	Charles T. Byrne
San Bernardino	Passing Marks	M	F. Eugene Mueller	Kathleen B. Ranger
Santa Ana	News Review	SM	Lynn H. Crawford	F. Wayne Flinn
Santa Barbara	City Schools	M	E. W. Jacobsen	
Stockton	Bulletin	W	Nolan D. Pulliam	John W. Adamson
	News Exchange	M		



# Education Builds A Bridge

*Freedom to learn and to love is here eloquently  
praised by an applicant for American citizenship*

**F**REEDOM—the American kind of freedom—is of course the fundamental thing that makes me want to become an American citizen. In the United States there is a really well organized form of government that respects the freedom of the individual and the rights of the people. My citizenship course at the Berkeley Evening High School has given me an added understanding of how this freedom works and how it came to be. Of its roots in the Declaration of Independence, with the assertion that men are created by God and endowed by Him with the rights to life, liberty, and the pursuit of happiness. Of its development in the Constitution. Of its re-statement in President Lincoln's Gettysburg address—"government of the people, by the people, and for the people." What a privilege to live in a civilized land founded and guided by such truly Christian principles!

But in addition, I have a number of very personal reasons for wanting American citizenship. First and foremost, my son—my only child—is an American. He was born in this country; and under the law, though of Oriental descent, he gained by right of birth all the fortunate privileges of citizenship. When I first told him of my intention to become a citizen, his eyes sparkled and his face lighted up with joy. At that moment I knew that he, too, felt as I did—namely, that by becoming a citizen I would be strengthening and deepening the bond between us.

My second personal reason is that I have had very close contacts with many American friends for almost half a century. In Japan, I was in the Mission school and college for 26 years, 10 as a student and 16 as a teacher. After that, I lived in the United States for the past 22 years. And in these 48 years, I have been drawn more and more toward an American point-of-view and an appreciation of the United States. So I look upon becoming a citizen as a natural step, and one indeed that seems prepared for me by Providence.

And my final personal reason is this: Despite my long and happy years of



SUGI HIDA TOGASAKI,

*author of this eloquent essay on freedom, was born in Japan and was reared in the ancient tradition. As a girl, she attended a mission Sunday school, won a scholarship to a Methodist college in Tokyo, and was graduated in 1924. She became a teacher, married a pioneer California resident. Her son was graduated from Duke University this June. For the past seven years a teacher of Japanese at the University of California, she attended a citizenship course at Berkeley Evening School, where she wrote the essay. She became a citizen last December. Photo by G. Paul Bishop, Berkeley.*

residence here, I have always had a lonesome feeling in my heart. The feeling that comes from being an alien in a foreign country. By becoming a citizen, I would be an alien no longer. I would have found a place to spend the rest of my days in inner tranquility, in this land where I have loved to live—until at last my soul be taken to its heavenly abode and its celestial citizenship.

These, then, are the reasons why I want to become a citizen of the United States. Some—like the wish for liberty, and the right to pursue happiness in

one's own way—are the universal ones that have brought settlers to this country from the beginning. Others, as I have said, are highly personal. And as I contemplate the privilege of American citizenship, I ask myself a question that is both general and personal: As a new American of Japanese birth and ancestry, what sort of a citizen should I be?

First of all, I—and other new citizens of Japanese origin—should give absolute allegiance and loyalty to our new country, the United States of America.

At the same time, we should not forget the cultural heritage we have brought with us from another land, but should contribute what we can of it to our new home. Japanese literature, drama, art, music—these are all gifts with which we can enrich the life of America. So I think we will make better citizens if we do not forget our origin, but rather remember it. That way we can also help to promote a better understanding between the two nations, the land of our birth and the land of our new allegiance. I myself have been teaching Japanese in the Far Eastern Language School of the University of California for the past six years. And during that time, it has often given me pleasure to think that I was serving as a small part of a bridge across the Pacific Ocean—a bridge of better understanding between two countries.

That, it seems to me, is the best way we Japanese-born can become good citizens of the United States: not to forget our original culture, but to contribute it for the benefit of our adopted homeland, and for a greater harmony between nations. America, after all, is a land settled by many races and peoples from many parts of the world. And just as the harmonized colors of the rainbow are far more beautiful than a single color alone, just as a great orchestra has a far richer sound than a single instrument, so a harmony of many cultures makes a still happier America. And ultimately, we pray, a better and more peaceful world—where all the nations may one day, under the blessing of Almighty God, walk hand in hand.



# The Way to Human Worth

C. Delmar Gray

*This essay, written by C. Delmar Gray in 1952, is one of a series titled Values in Good Living which he has distributed weekly since 1948 to teachers of his district. The six volumes of mimeographed essays illustrate a remarkable effort to communicate to staff members bits of educational philosophy in pertinent and useful form. Mr. Gray, district superintendent of Escondido elementary schools, was featured in an article entitled "Competence Teams of Escondido" published in the September edition of CTA Journal.—J.W.M.*

THE search for worthiness is the incentive for learning, whether it be in or out of school. Carl Rogers, University of Chicago, says he is convinced he can teach nothing of significance but, of course, he admits he and others may learn many things of significance. Always there are great gaps between teaching and learning. We as teachers are probably most effective when we grow toward being master learners. We must forget superficial differences between age brackets among human beings and search for worthiness together.

There are five steps leading to worthiness:

1. **Control by the Society** (imposed discipline). The novice must learn the rules and habits of any area of experience he enters. If it be golf, he must accept graciously the laws of the game. Otherwise it would not be golf as we know it. The same is true of a child born into a given society or culture. Before he was born the rules were made by which man avoided chaos and anarchy and by which survival would be guaranteed. The requirements for acceptance of each newcomer is the essence of exterior discipline. The agents of society for levels of discipline are the home, school, and vocational supervisors.

2. **Self-control.** As one learns what is expected of him he need no longer be controlled, for he is permitted to discipline himself and thus he assumes

responsibility. Controls released too soon produce facetious, undependable behavior. Controls not released soon enough rob the individual of the right to independence in thought or action. A good mother does not lead her child when he can walk alone. In golf the learner can be released from the supervision of the instructor to play as a companion.

3. **High-level Skill.** Anyone who arrives at the state of self-direction can persist toward goals that require practice, studiousness, and long states of maturation.

Here accumulateness becomes evident. One cannot persist unless he be capable of self-direction learned from exterior sources. Then, too, it is unprofitable to develop skills not harmonious with the approved goals of the culture in which one resides. The perfection of a skill or an ability is not as closely geared to chronological age as to the extent of maturation achieved by persistent effort. In many things maturation achieves its highest state in school and falls into various states of atrophy thereafter.

Incentive is poorly conceived by the teacher or parent who pats a child compromisingly and tells him a thoroughly poor piece of work is pretty good for him. That is tantamount to admitting that we didn't expect anything of him anyhow. Vocal preaching is likewise ineffective in any class except vocal expression. What the learner needs is a demonstration by a master in a functional performance. That is inspiration. It is converted into enthusiasm as the learner participates in the work situation along with one who merits admiration. Practice is the only road to perfection. This third step toward worthiness requires that he or she with the highest level of skill be expanding that skill by working on it in front of those with lesser skills or abilities. That one is the master learner

of greatest influence in leading others whether on the payroll as such or not. What we need in the schools for leadership in learning are learners who work at it in a convincing way. Thus, eventually, one's words have significance. All abilities are specific and only attained by a sequence of work situations persistent enough for maturation as a continuous process. Maturity is a point of rest.

4. **Creativeness.** Two points of view are essential here. One is that no one is creative until he reaches the level of performance by those in his environment working on similar tasks. No one can expand any horizon until he contemplates and understands all known by his compatriots. Only those with high-level skill can be creative. Creativeness is not an accident; it is a result.

The other view essential for worthiness defines a way of life. He who lives creatively must begin on step one of worthiness and proceed through steps two and three. Thus before one attains a reputation or receives honors as creative he must emulate creative people, seek creative avocations, and have a period for practice. The scene may be a garden, a shop, or a desk. For a way of life it should involve all possible avenues of expression.

All differences between the teachers of California and the pre-discovery natives are explained by the procession of individuals who rose to step four on the scale of worthiness from then to now.

5. **Spiritual Freedom.** All freedom is spiritual. The laws that govern the human body are inviolable. The difference between the beasts of the field and human beings is spiritual freedom. The animals are slaves to environment. Freedom is defined by the degree to which man selects and controls portions of his environment. Each of us can make choices. Every choice is selection of one's environment. He who is properly disciplined attains self-discipline. One with self-discipline can persist to attain high-level skill or ability. Then the doors of creativeness open and freedom to choose and use expand.

Freedom is not a gift. It is earned. It can be denied but it can't be given away.

These five steps are objectives of education and, properly expressed, define spiritual freedom, explain the goals of democracy, and preserve the culture.



## THE TEST

## OF A

## POLIO VACCINE . . . Marian V. Miller



*Kathleen Diviglianti, third-grader at Woodrow Wilson elementary school, San Leandro, made a face when Dr. Allen S. Mariner inoculated her with the Salk vaccine. But she took the test in stride. Watching is Mrs. Elizabeth Neinan, public health nurse. Doctors and nurses volunteered their services in the polio vaccine trial in southern Alameda County, which treated over 7000 students. S. F. Examiner photo.*

**L**ITTLE girls put on their best dresses, and boys showed scrubbed and shining faces when Vaccination Day came to Alameda County schools. When the pink fluid was injected in outstretched arms, scarcely a child winced. It was almost a game to the youngsters. As one doctor said, "We expected more tears, although the polio shots are practically painless. But there has been very, very little crying."

Probably the presence of their mothers—who volunteered to assist at the school clinics—and their teachers, who had prepared them for the test, helped the youngsters be brave. Without understanding the technical aspects, they sensed their part as crusaders in the nation's all-out war against polio. They were especially pleased to receive "Polio Pioneer" buttons, after all three inoculations had been completed.

### Take Part in Test

Southern Alameda County was the site chosen for the test in California, one of 217 areas in 44 states. All first, second and third grade children were eligible, but only those whose parents had signed a request form could receive the inoculations. As it turned out, approximately 7,458 children participated, representing over 46 per cent.

Only half the children received the Salk vaccine, named for the scientist who developed it, Dr. Jonas E. Salk, a March of Dimes grantee. The other half received the control fluid, an innocuous substance which looked just like the vaccine. No one at the trial knew which fluid each child received. The code which contains this secret is known only to the Poliomyelitis Vaccine Evaluation Center at the University of Michigan, where scientists are now tabulating records on some 1,800,000 children. What has transpired during the 1954 polio season will furnish the key to the vaccine's effectiveness. By comparing polio incidence among the nation's children who received the vaccine and those in the test who did not, the ability of this vaccine to prevent paralytic polio will be known. Publication of the results is expected early in 1955.

### To Fight Polio

Some of the children—like the 190 youngsters in Decoto—rolled up their sleeves five times in the interests of science. In addition to three inoculations of the serum, these "pioneers" gave two samples of their blood. This portion of the test will enable scientists to compare the level of polio antibodies

in the blood before and after the inoculations. Giving blood isn't always easy to take. To reward these little ones for their extra service, TV and stage performers were engaged for a show at Decoto and Hillview Crest schools.

The test was conducted for the National Foundation for Infantile Paralysis by the Alameda County Health Department, with the endorsement of the California State Board of Health. More than 100 volunteer doctors and an equal number of nurses were on duty in the school clinics. A huge staff of volunteers was necessary to handle not only the actual program of inoculation, but the vast amount of recording necessary for scientists to check the efficacy of the vaccine. It was a splendid community effort in a cause made possible by the dollars and dimes contributed by parents—and by children themselves—in the annual March of Dimes.

If the tests bear out the early promise of the vaccine, the medical profession—aided by the 16-year research program of the National Foundation—will have conquered another dread disease. The day when every child in the nation can be immunized against polio may not be too far off.





*This mother-daughter combination, Point Loma High sophomore Susan Fletcher and Mrs. Willis Fletcher, both exhibited in the Point Loma Art Fair. Susan here works on a water color with the encouragement of her mother, a San Diego Art Guild member and winner of two water color prizes in the San Diego County Fair.*

Here's how a high school teacher stimulated  
an interest in art for the entire community

## ART FOR EVERYBODY

Jacqueline Merrill

Journalism Intern, San Diego City Schools Information Office

GOOD art is something that the entire community, including the younger generation, should share. This opinion, translated into action, has resulted in establishment of one of the most unusual art exhibitions in Southern California—the Point Loma High School Art Fair.

Artists throughout the San Diego area contribute their best work to be displayed with students' exhibits. Each exhibitor is limited to one entry—an oil painting, watercolor, pastel, drawing or print. More than 2200 persons attended this year's Seventh Annual Fair, which displayed 101 entries by community artists, six by faculty members and 64 by students.

Point Loma High art teacher J. Milford Ellison, himself one of the most accomplished painters in the area,

is enthusiastic when he recalls the rapid growth of the school-community art exhibition since he instigated it on a modest scale in 1948.

The first exhibition displayed the work of 35 community artists. Approximately 400 persons attended. The idea was popular and each year the show grew, until it was moved to larger quarters.

### Community Sharing

Behind this increasingly popular event is Ellison's sincere conviction that more people, students and adults alike, should experience the satisfaction of artistic creation in a personal sense, and that the entire community should share in the enjoyment of the artist's efforts.

"Take the students first," says Ellison. "Development of some art appre-

ciation is important in the process of education. In a big high school every student cannot take art nor can the school see that every student visits an art gallery. So, in an effort to give each student an opportunity to appreciate the value of good art—call it 'exposing' him to art if you like—why not bring the art gallery to him, so to speak? That's the effect of this exhibition."

The second major purpose of the exhibition is to help make the entire community more art conscious. In addition to acquainting parents and others with the school art program, it encourages the general public to become conscious of and appreciate the full scope of the "living art"—art being produced here, now—in the San Diego area.

The third purpose is to give community artists encouragement and stimulation by providing another means for them to exhibit their best work.

### Stimulated New Interest

About 25 per cent of Point Loma's students are enrolled in an art class at some time. Most of the remaining 75 per cent would have little or no exposure to art were it not for this annual exhibition. There is some indication that the exhibition not only has served to "expose" students to art but that it has stimulated enrollment in art classes.

In recent years the school had to increase its art department classes from eight to 12. Enrollment in art classes has outstripped increased enrollment in the school, percentage-wise.

Another pleasing aspect of the exhibition—an indication that it is succeeding in its goals—is that it has encouraged family participation.

This year, for instance, visitors could see not only a painting by a Point Loma sophomore, but also a water color by her mother, a prize winner in the county fair.

Wide publicity was given this Fair throughout the community. The Sunday paper used an advance story with a photo and the daily and weekly papers gave it coverage. It was also publicized on local radio and television programs.

Ellison, as chairman, remains the driving force behind the event, but it has grown to be far more than a one-man promotion. The entire art department staff shares responsibilities. The P-TA and student committees also help.

# In the Beginning

## A thrilling documentary film on the creation of the Grand Canyon

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## Keeping Parents Informed

*Mrs. Jules Stephens*

Mrs. Stephens is president of the Santa Cruz county council of the California Congress of Parents and Teachers and past-president of the T. S. MacQuiddy PTA unit in Watsonville.

**E**XCELLENT parent-teacher relations are not something that just happen. They start with a well-informed and interested group of parents who are articulate about the fine things that are being done in our schools.

Group parent-teacher conferences are held in each grade at least twice a year. These do not take the place of the individual parent-teacher conferences which are also scheduled for at least twice a year.

### Group Meetings Held

The first conference was held shortly after school opened. At this time parents were told of the curriculum for the coming year and each parent received a mimeographed "brief" of the work to be covered in each subject area. A filmstrip on report cards was shown and our own report cards handed out, explained and discussed. Some suggestions from these discussions were later adopted by our school. One of the most appreciated things from this conference was the mimeographed sheet explaining normal physical and emotional development of the child at each grade level.

We have had excellent attendance and interesting subject matter at these conferences. Through actual classroom demonstrations that precede the conferences, parents have learned the importance of spelling and writing as an aid to reading, how films are used to enrich a unit of work in Social Studies, how arithmetic is presented in a meaningful way, and how phonics is taught today.

### Mysteries Explained

Too often the very simple things that teachers accept as a matter of course are a mystery to parents. No better example of this can be demonstrated than the manuscript your child uses when he first starts school. Were you brought up to print like this "END"? Your child will tell you this is wrong. When you have talked with a teacher and learned that the correct way is



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"end" and have seen for yourself the simple steps and a few strokes involved in the transition from the the manuscript "end" to the script "end," you wonder why you didn't see that for yourself, and you begin to understand the reasons for many of the things that are different from your days at school.

There are no PTA room parties to encroach on instructional time. We have not felt this a loss. The fine attendance of parents at group conferences is evidence of their interest in their children's school work. Most mothers if asked, "Would you rather bake a cake or learn something to help your child?" would not hesitate in their selection of the latter.

### See How Reading Begins

At the first PTA meeting of the year, our teachers were introduced in an interesting way. Slides taken of the children at work on some phase of the reading programs at each level were explained by each teacher as she was presented. Parents felt they were better acquainted with the teachers and the entire school program after this glimpse at how reading begins in the kindergarten and develops through the grades.

Programs demonstrating the culminating activities of Social Studies units through art, music, folk dance and choral speech have been used by our PTA to acquaint parents with the work carried on in our school.

Programs given in each classroom at Christmas and during Public Schools Week bring parents into the school, and give intimate acquaintance with teachers and the work being done at each level of development.

### Classroom Newspaper

An effective way of keeping our parents informed of school projects and goals, is the weekly classroom newspaper. This usually starts with a paragraph written by the teacher telling of special things the class is doing at present, followed by news notes gathered by the children. Special achievements are noted and interesting things done away from school receive comment. It adds up to a readable weekly summary of classroom activities.

Times and teaching methods do change and there is no better way to improve home-school relations than to keep parents informed of these changes as their children progress through our schools. These parents will be staunch supporters of the school system.

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# Mr. California Retires Again

Rockwell D. Hunt

Dr. Hunt, at the age of 86, became director emeritus of the California History Foundation in August, "in other words retired from active duty." Loaded with academic and civic honors, the well-known author, historian, and teacher has continued to be active this fall. Believing that his buoyant, youthful zest and philosophical outlook should be an inspiration to all teachers as well as those in retired status, the *Journal*, having published a personal Hunt valedictory in the January 1953 edition, is happy to reintroduce "Mr. California."

J.W.M.

**M**y first retirement came when I was 77—too early for me!

Up to that time retirement had been purely a matter for individual decision. But the University was now large; a regular system was put into operation. I, along with others, became a part of the system. I accepted the situation gracefully and tried to adjust myself to being "officially" retired, though retirement did not mean inactivity.

During the second year a letter came from the young president of College of the Pacific suggesting the possibility of a pleasant relationship in the history department there, as director of the proposed California History Foundation. California history had been an active interest of mine for more than fifty years. This the president knew well. I could not help being interested.

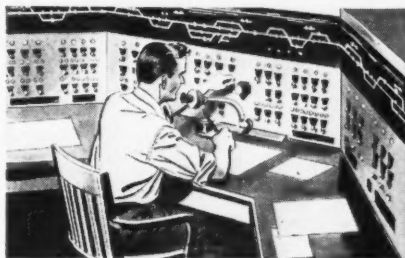
After exchange of a few letters, I accepted the invitation and decided to end my retirement before any salary had been either offered or demanded. I entered upon my new task with a purpose of making a contribution, anticipating real gratification in service, with no misgiving about the paycheck. It worked out to mutual satisfaction.

That was in 1947. The attractiveness of my free-lance position was greatly enhanced by two special factors: first, I had already served on the faculty of the College for seven years, half a century earlier. So it was in a sense like coming back home. Second, the great Centennial years in California history (1948, 1949, 1950) were just ahead, an

# Meet the "train crew" that doesn't ride your train!



Riding along on the train you may catch glimpses of men at work out on the tracks or at stations. These men, even though they aren't riding on the train with you, are really part of the "train crew"—contributing to the safety and comfort you enjoy.



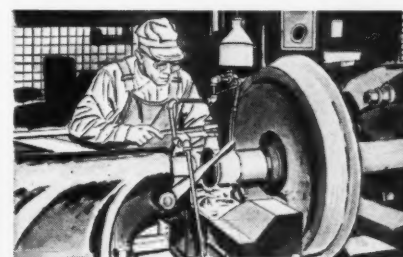
Here's one of these men whom you won't even see. He's sitting at a Centralized Traffic Control board, on which the position of each train is shown by electric lights. By pushing buttons or moving levers, he sets signals and throws switches, maybe a hundred miles or more away, so that your train may pass others in safety and without delay.



All along the line there are other men performing special services. Some work on the tracks to keep them level and smooth. Others inspect the train as it passes or as it stops at certain stations. These sharp-eyed guardians of your safety check the brakes, wheels, bearings, couplers and other moving parts to make sure that everything is in top-notch working order.



After the train has reached its destination, still other men have their work to do. The engine is taken off for servicing and made ready for the return trip. The cars go to the coach yard for cleaning, inside and out. Then, when all is ready, they are made up once again into trains to serve other passengers on other journeys.



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inspiring time to promote the history of my native state, to be followed by the Centenary of the College itself (1951).

Instead of being active as Director for three years, a maximum I had envisaged when I accepted the position in my 80th year, here I am, completing my seventh year! Call it sentimental if you like, there's something rather charming, almost sacred and perhaps unique about completing two seven-year cycles on the faculty of my Alma Mater, spaced so far apart (1895-1902 and 1947-1954). If ever seven was a perfect number, as in ancient legend, for me it is now.

My seventh year as Director has brought honors of which I feel unworthy, but which I accept with humble gratitude, with the hope that I may be partly worthy by the time I reach 90! Three honors I single out: first, I was surprised and pleased when the student body president announced that I had been made Honorary Life Member of Pacific Student Association; second, I was invited to sit for a portrait, which was completed and has been presented to the College, destined to hang in the California Room of the new Library; third, Governor Goodwin

J. Knight has officially proclaimed me "Mr. California" at the celebration in Hotel Stockton of my 86th birthday—a wonderful new experience and a novelty in the history of the State. Subsequently, both houses of the state legislature passed resolutions of congratulation.

I have a sympathetic feeling for a dear friend of about my age who declared, "I wish the day of my retirement to be the day of my death." However, a decent respect to the opinion of my contemporaries suggests the propriety of retirement, in my case, after having safely passed the age of four score and five years—not necessarily final retirement, but at least another. There will still be no lack of occupation. My distinguished contemporary, Robert A. Millikan, recently deceased, wrote me these heartening words, under date of April 8, 1953:

I had a good opportunity last spring to see how magnificent an example you set me and others of your and my age, now eighty-five, in keeping hold of the oars on life's voyage and continuing to pull as hard as possible on the oarlocks.

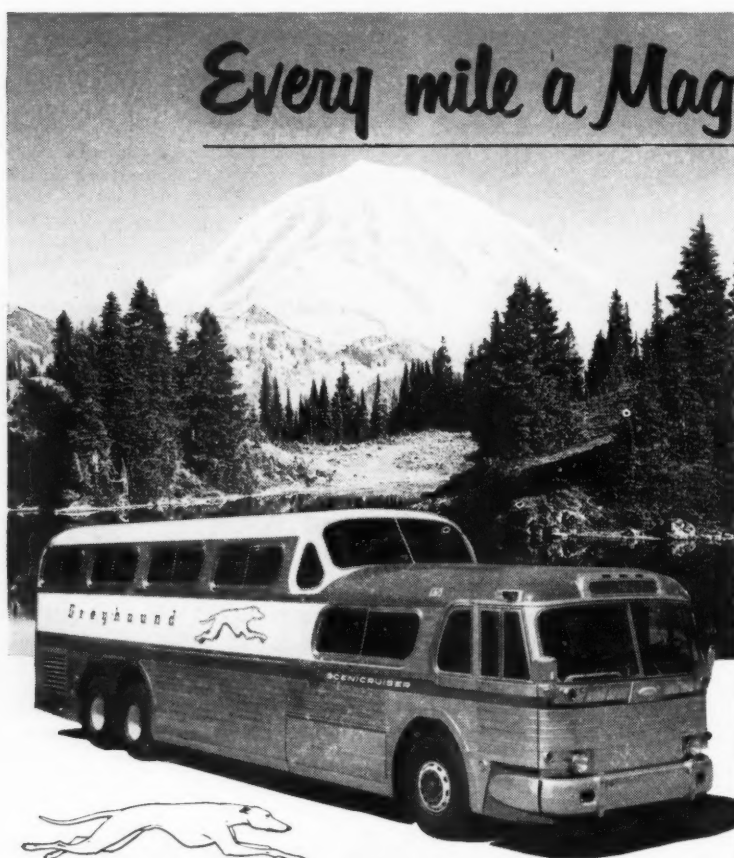
Another friend sent me a copy of what he said was his last book. I

begged him not to call it his last book—it was simply his latest to that time. My present retirement, at 86, may be followed by another reincarnation—who knows?

But while "officially" retired, my hands and my brain will find plenty to do. Fine books that have been crowding my shelves await my attention; I shall regale myself with their companionship. My pen is already poised for launching upon long-dreamed-of projects, even including an autobiography that friend and family may some day wish to have. There will be time for those personal visits that have been waiting season after season, but like the mirage have always receded into a dim and uncertain future.

Let me try to be a little more concrete in the "prolegomena" to my retirement time—for I'm determined to make the most of it—and set up some guideposts which may be as a lamp to my feet.

One of the first things I intend to do is to prepare for old age—if any! And that, I opine, will involve but slight deviation from my accustomed way of life. But I have thought it well to formulate certain tenets, which may



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serve to blaze a trail to the new adventure. Here are some of them:

(1) Retirement is not to be viewed as a catastrophe, but as a fresh opportunity, the maturing-time for a new delightful life.

(2) There must be no repining because of the things I'd like to have or do, but a conscious purpose gratefully to enjoy the blessings that actually are mine.

(3) Friendships of many years that have never been quite complete because of "busyness" may now be richer with mellow enjoyment.

(4) Retirement is not a path to the tragedy of listless idleness but a challenge to creative activity in an atmosphere of exalted liberty.

(5) I am resolved not to become a recluse and resort to social isolation: rather, I shall welcome congenial companionship in those upper life-currents hitherto well-nigh unattainable but now pure and unalloyed, within my grasp.

(6) I shall not dwell always in the receding past, but shall continue to rejoice in the spirit of youth, inviting perennial springtime to dwell in my soul.

Yes, I've retired again!

## This I Believe

*This personal code, written by Dr. Hunt, was used by Edward R. Murrow on his popular radio program, "This I Believe," last December 10.*

I am in my 86th year. Never in my long career as an educator have I had more life interests. My own individuality sets me apart from every other human being—I am not entirely like anybody else. I believe that it is only by being my best self that I can make my best contribution in life.

While distinctly limited by my own finiteness, I have been endowed with the power of apprehending infinity, though but vaguely and quite imperfectly. Whether I consider the vastness of astronomical space or the minuteness of the atom and its component parts, I seem to catch fleeting glimpses of infinitude.

I believe in God, all-wise Creator of all things. It is not given me to under-

stand Him fully, or to limit Him in terms of human thought or dimensions; measured by my own finiteness He would not be the supreme ruler of the universe I conceive Him to be—God would not be God. By faith, and faith alone, the horizon of my vision, the circle of my thought, may be so expanded as to embrace the idea of the true Creator, who holds the scepter of omnipotence.

I believe in the compulsive force of intellectual integrity as a prerequisite to the truth that can give me real freedom: in a moral universe, in which one truth cannot be at war with another truth, complete intellectual and spiritual integrity transcends all man-made creeds and formulated opinions of groups or denominations.

I believe that through faith and devoted endeavor I may attain a state of poise and serenity of spirit, even under the most adverse and inhospitable

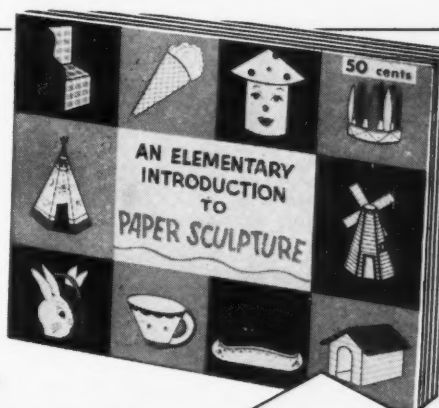
(Continued to Page 39)

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# Pre Views

## AUDIO-VISUAL NEWS

### 54 MORE E-B-FILMS READY in '54!

★ Ready for your classroom use this fall are 54 more authoritative and diversified EB Films—the fulfillment of our 25th Anniversary promise to America's schools to continue the high tradition of EBF educational superiority! Such significant areas as Conservation, General Sciences, Geography, Guidance, Safety, Social Studies and Art, are included. Among these are:

"Preface to Physics," "Measuring the Speed of Light" and "Gas Laws" are of special interest for science classes. "The Congress," "The President," and "The Supreme Court" answer a long-felt need for history and civics.

"The Air Around Us," a 1 reel color film which uses animation to visualize the chemical composition and physical properties of air. "Life in the Desert," and "Life in the Grasslands," beautiful color films on animal and plant life.

"Arabian Children," for reading and geography—an absorbing portrayal of family life in Jordan. 1 reel, color.

"Egypt and the Nile," "Iran—Between Two Worlds" and "Middle East," each 1½ reels in color, are contributions to regional geography and social studies classes.


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**NEW ART SERIES**—six ½ reel color films offer an intriguing and intensely imaginative new approach to teaching basic elements of art, namely "Color," "Line," "Form," "Texture," "Space" and "Light." (Virginia Purcell of Chapman College collaborated.)

"Christmas Through the Ages" tells, in beautiful color, the story of Christmas dramatically traced through Biblical history, myths, legends and customs as old as the human race. A must for middle grades and high school on history of Christmas!

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# AUDIO-VISUAL AIDS

A department on teaching films  
conducted by H. Barret Patton

Further information on the subjects discussed in this monthly department may be addressed direct to Mr. Patton, Audio-Visual Director, Santa Clara County Schools, 2320 Moorpark Ave., San Jose 28.

**FORESTS FOR THE FUTURE.** Film: 30 min., Color, Conservation, Agriculture: Jr. High; Sr. High; Adult; Free; W. E. Hockey & Associates, 430 Peninsula Ave., San Mateo 8.

"Flunky" to an old-time topper is Chet's summer job. He enjoys the work but feels that our lumber resources are rapidly being depleted. A forester explains why it is all right to fell some trees, and the measures being taken in reforestation. Chet decided to go to a school of forestry for his college training and learn the methods of forest conservation for his chosen life work.

**DISCOVER HAWAII.** Film: 20 min., Color, Social Studies: Sr. High; Adult; Free; Harold Klee, 323 Geary St., Rm. 410, San Francisco.

The reasons Hawaii is as it is are vividly shown, beginning with the formation of the island and the Polynesian invasions. Love of fun and beauty found ample expression here, along with an easy economic existence. In modern times conditions have changed but the islands have kept much of the early atmosphere. All this is shown with superb photography, particularly in the underseas shots.

**IT'S ALL IN KNOWING HOW.** Film: 15 min., Nutrition: Jr. High; Sr. High; Adult; Free; Association Films, 351 Turk St., San Francisco.

Bob Troy doesn't have the pep on the football field this year that he had last year. At home and with his girl friend, he was missing out, too. Finally the coach, who is also the biology teacher, takes a hand and shows him that plenty of sleep and a well-balanced diet are what he lacks. The results, while slow, are amazing. The clever presentation of charts of basic foods, the boy-girl angle, and the emphasis on athletics make it outstanding in this field.

**BEAUTY AND THE BRIDE.** Film: 35 min., Color, Home Decoration: Sr. High; College; Adult; Free; Modern Talking Picture Service, Inc., 6117 Grove St., Oakland; 1963 S. Vermont, Los Angeles.

The young career girl April Green falls in love with her architect boss. Through visiting the ultra-modern Johnson factory, April learns much about wax, which serves

her well when she takes over the running of her mother-in-law's home after her marriage.

**NATIVE FLOWERING PLANTS OF CALIFORNIA.** Film: 12 min., Color, Price: \$100; Science, Social Studies: Fourth Grade; James F. Bishop Motion Picture Service, 394 Bird Ave., San Jose.

This film is not a travelogue, but a teaching film about thirty of California's interesting native plants. The subject matter has four organizational groupings: 1—Flowers of field and valley; 2—Flowering plants of the foothills; 3—Flowering plants of the California highlands. The film is well organized, and the teacher should find it very helpful in the study of native California plants.

**COCO TAKES HIS MAGNIFYING GLASS TO THE GARDEN.** Film: 11 min., Price \$100; Elementary; Rampart Productions, 2356 Borris Pl., Los Angeles.

Close examination of the housefly shows its eyes, mouth and legs. Other garden inhabitants are the ant, toad, and the spider in his web.

**BERLIN AIR LIFT.** Film: 21 min., B & W, Teaching Film Custodians, Inc., 25 W. 43rd St., New York, N. Y.; Price: Lease for 3 yrs. \$50.

The allied Air Lift operated 328 days, from April 1, 1948, to May 9, 1949, and delivered 2,343,315 tons of supplies requiring 600 U.S. Air Force crews.

**LOOK TO THE LAND.** Film: 20 min., Color, Soil Conservation: Jr. High; Sr. High; Encyclopaedia Britannica Films, Inc., 207 S. Green St., Chicago 7, Ill.; Price \$200.

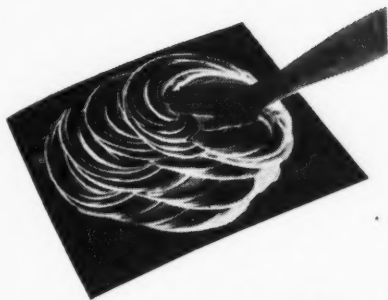
Soil is like a human being. If it is weak, it can be treated to make it strong and productive again. Conditions in New England, the South, the Dakotas, Colorado, ranch and forest regions are shown as a forceful reminder of America's dependence on forest and water.

Ways of combatting erosion and worn-out soil are presented. The challenge to the well-being of our country is shown in the relationship of things in nature to each other.

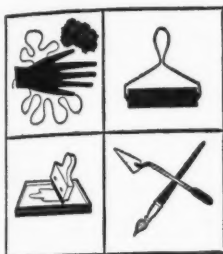
**AMERICAN REVOLUTION.** Background Period, Post-War Years, War Years; Film: 10 min. each, Color, U.S. History: Jr. High; Sr. High; College; Coronet Films, Coronet Bldg., Chicago, Ill.; Price: \$110 each.

**The Background Period:** The revolution was born in Concord, but also in William-





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burg, in Philadelphia, in Boston, and the frontiers. Factors causing the colonists to rise up in rebellion are shown.

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**The Post-War Period:** Weaknesses of the Articles of Confederation and the events that led to the calling of the Constitutional Convention make one realize the necessity for better government and the truly great achievement of the Constitution, as it formed an entirely new concept of a Federal Government.

**LITTLE GREY NECK.** Film: 20 min., Primary, Audio-Film Center, 522 Clement St., San Francisco; Price: \$60 B&W.

Little Grey Neck gets ready to leave for a warmer place for the winter. While saying good-bye to his rabbit friend, the fox comes along and almost kills the rabbit. Grey Neck saves the rabbit, but injures his wing. His mother and her other two babies leave with the other ducks, believing Grey Neck dead. After many close calls with the fox, Grey Neck learns to fly again, and leads the fox into the fies in the river.

**BLIND AS A BAT.** Film: 7 min., B & W, Natural Science: Intermediate; Jr. High; Sr. High; Moody Institute of Science, 11428 Santa Monica Blvd., W. Los Angeles; Price \$30.

Bats are shown to be very beneficial in the destruction of insects.

The bat's inaudible cries are demonstrated in the laboratory. With its eyes blindfolded, the bat shows remarkable ability to avoid obstacles. But when the mouth is tied shut, it loses this ability to control its direction of flight.

**FAREWELL TO CHILDHOOD.** Film: 25 min., B & W, Adult; Bailey Films, 6509 DeLongpre Ave., Hollywood; Price: \$95.

Susan's mother is unable to understand what has happened to her teen-age daughter. She is messy and highstrung. At a party, she is kissed and then arrives home late. Her parents make a scene, which embarrasses her. She gets only a minor part in a play and goes to the school counselor, Mrs. Stone, who comforts her. The parents finally go to Mrs. Stone when Susan isn't home for dinner, and she makes Susan's mother realize that love and understanding are needed at her age. Susan has left the island of childhood and is swimming toward the mainland of maturity.

**MIDDLE AMERICA.** Filmstrips, Social Studies: Intermediate grades, Long Film-slide Service, 7505 Fairmount Ave., El Cerrito 8. S.V.E. Series; Price \$19; Individual Price \$6.

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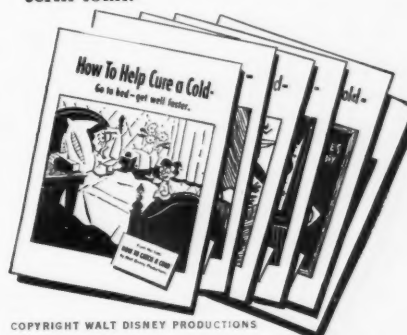
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**YOUNG AMERICA SINGS.** Filmstrip-Records, Fifth Grade Music, Audio-Visual Supply Co., 245 Broadway, Laguna Beach; Price \$42.50.

Two double-faced, long-playing recordings and eight synchronized filmstrips present carefully selected musical activities and songs.

The entire program is designed to be used with textbooks and recordings already in use in the elementary school's educational program.



# IT ALL HAPPENED RIGHT HERE!

By Vinson Brown. Stanford University Press; 82 pp.; \$3.

Just in time for the Fall semester there appeared a "Child's History of Santa Clara County," including illustrations by Marie

**Comment on publications of professional interest, conducted by GEORGE E. ARNSTEIN**

LeBaudour and a series of photographs assembled by H. Barret Patton (who reviews audio-visual materials for the CTA Journal).

Vinson Brown had third-grade children in mind when he wrote this series of stories about field trips made by a father with his children to points of historical interest in Santa Clara County.

The result is a home-grown book, written and published in the county with which it deals. It contains a wealth of information, enhanced by a short vocabulary list at the back of the book to help the youngsters understand and pronounce some personal names—Leland Stanford or John C. Fremont—and places like Bellarmine, Pajaro or Permanente.

Although the price of the book is a bit high, the binding is sturdy and the type is large. Youngsters ought to find the stories very palatable in spite of a certain stiltedness in the framework. A sample ought to demonstrate this:

"The children sat down in the grass . . . Dr. Hand told them how the fruit trees came to Santa Clara County . . . and how the people found ways to sell the fruit. Then he asked the children to tell the stories back to him.

"'Long ago,' said Sally, 'wheat covered most of Santa Clara Valley . . .'"

Didactically this may be very effective, of course, but the contrivance of having youngsters "tell the stories back" is questionable if the purpose of the book is to facilitate learning about the home county.

In spite of this and other imperfections, "It All Happened Right Here!" ought to be a very useful book. In fact, it should be a prototype for other county histories for classroom or recreational use. Not every county has a good publishing house nearby, nor are there many areas with a large enough population to make such ventures economically feasible, but the fact remains that here is a useful and intelligent contribution to youngsters in the San Jose area, made possible through the sponsorship of the County school department and the utilization of local resources.

**THE ENCYCLOPEDIA OF CHILD CARE AND GUIDANCE.** Edited by Sidonie Matsner Gruenberg. New York: Doubleday and Co.; 1016 pp.; \$7.50.

Generally speaking, it does not seem like a good idea to attempt to cram into one volume "complete, reliable, up-to-date" information about a large and complicated subject like child welfare. The final product usually won't live up to its advance billing, either because it is superficial or

(Continued to Page 36)

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# CALENDAR

October 8—CTA Central Section; officers and committee chairmen meeting, Fresno.

October 8-10—CTA North Coast Section; leadership training conference, Benbow.

October 9—CTA Central Section; council meeting, Fresno.

October 10-15—Association of School Business Officials of the United States and Canada, Los Angeles.

October 12-13—CSTA Southern Section; leaders' conference; Arrowhead Springs Hotel, San Bernardino.

October 14-15—American Council on Education; 37th annual meeting, Chicago.

October 15—California Scholarship Federation; state board meeting; Sonoma Mission Inn.

October 15-16—CSTA Northern Section; leaders' conference; Sonoma Mission Inn.

October 16—California Scholarship Federation; state convention of advisers; Sonoma Mission Inn.

October 16—So. California Junior College Association; fall meeting; Los Angeles.

October 16—CTA Tenure Committee meeting; San Francisco.

October 18-22—Forty-second National Safety Congress and Exposition; Chicago.

October 20-22—CASA annual conference; Long Beach.

October 22—CTA Classroom Teachers Department, Northern Section; executive board meeting; Placerville.

October 22-23—NEA Committee on International Relations; annual meeting; Washington, D.C.

October 22-23—San Diego County Teachers Association; field conference; Camp Cuyamaca.

October 22-24—CTA Bay Section; leadership training conference; Asilomar.

October 22-24—California School Board Convention; Long Beach.

October 23—CTA Northern Section; council meeting; Placerville.

October 23—CTA Central Coast Section; board of directors; Salinas.

October 24-30—UNITED NATIONS WEEK, NEA Committee on International Relations and American Association for the United Nations.

October 29—CTA Bay Section; executive committee meeting; San Francisco.

November 4-6—California Council on Teacher Education; Yosemite.

November 5-6—CTA Sixth Annual State Conference on Educational Research; San Jose.

November 7-13—AMERICAN EDUCATION WEEK; 34th annual observance.

November 11-13—NEA Department of Elementary School Princi-

pals; leadership conference; Colorado Springs, Colorado.

November 12-13—CESAA, Central Review Board; meeting of co-operative research project; San Francisco.

November 12-14—CTA Central Section; leadership training conference; Asilomar.

November 13—CTA Classroom Teachers Department, Central Section; executive board meeting; Asilomar.

November 13—CTA Bay Section; council meeting; Berkeley.

## NEW HORIZONS IN TEACHING

An idea we hope you find interesting and helpful



## Stamp Collecting

### HOW TO UTILIZE AS NEW TEACHING AID

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13TH ANNUAL SCF CLOTHING DRIVE will be held in many schools of California on November 17-24, although some school districts will hold "SCF BUNDLE DAY" at other dates in October or November. With a goal of a half-million pounds of clean usable clothing, the California committees of Save the Children Federation hope to expand the world-wide humanitarian movement to help children. The clothing will go to Korea, Lebanon, Greece, and to impoverished areas of our Southern states. The SCF program was described in a Journal article (page 44) in the September edition. Shown above are some students in San Luis Obispo who helped in the drive last year.

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## NEW BOOKS . . .

(Continued from Page 34)

because it is not complete in any sensible meaning of that word.

It is therefore with some surprise that Mrs. Gruenberg's encyclopedia may be said to be a useful and well-rounded book which ought to be a source of pride and profit to its publishers. Even the design and typography were handled with intelligence and good sense so that they won't produce eye strain.

In spite of these compliments a major question should be raised about the division of the book into two major parts: there is an alphabetical arrangement of common terms, ranging from "abilities" to "youth organizations"; this is followed by thirty chapters dealing with basic aspects of child development. (There is also a short section devoted to agencies and bibliographical references.)

These two parts of the book are linked through cross references which are not entirely serviceable. In effect this arrangement shows that the editors decided on a compromise between a truly complete encyclopedia and a hand book on child development. Like most compromises, this division produces some shortcomings, especially because there is no index at the end of the book. An index, of course, is a tedious undertaking, but it would have made the book far more effective by pinpointing those answers an inquiring parent or teacher may be seeking. In its present form the answers probably are somewhere among the thousand pages of the book, but it will take some ingenuity and persistence to find them.

Teachers should also be cautioned that this is primarily an encyclopedia for parents. The book—in keeping with its title—focuses on the physical aspects of children somewhat more than on psychological and educational problems.

Mrs. Gruenberg, formerly director of the Child Study Association of America, enlisted the help of many editors and contributors, including Jean MacFarlane and Nancy Bayley of the University of California (Berkeley) and Herbert Stolz of the California State Department of Education.

Publication date for this encyclopedia is October 7, 1954. Copies ordered from your bookseller before this deadline will be priced at \$5.95.

**Teaching Materials:** Three useful manuals, recently published in revised editions, ought to fulfill their well-established function in acquainting teachers with free and inexpensive curriculum aids. **Free and Inexpensive Learning Materials**, now in its sixth edition, is available from the George Peabody College for Teachers, Nashville, Tenn., for \$1. Of the 3,246 entries almost half are new publications.



GOVERNOR GOODWIN J. KNIGHT and CTA Assistant Secretary Robert E. McKay appear to be very happy as the governor hands Bob a silver cup on which is engraved "California State Fair Association Public Service Award to California Teachers Association Journal, 1954." The event took place September 4 at Governor's Hall on the fairgrounds at Sacramento before some 600 representatives of the state's press and radio.



CLASSROOM TEACHERS AT CONFERENCE—This large group of Californians attended the National Conference of Classroom Teachers held in Delaware last July. Shown, back row, left to right, are: Charlotte Fulton, Walter Martin, Lucile Morrison, Everett Harwell, and George Linn. Middle row: Arthur Petsch, Betty Martin, Mary Catherine Smith, Inez Veerkamp, Alan Herren, and Lucille Carroll of Ohio, national president of CRD. Front row: Mary Virginia Morris, Richard Millhouse of Nevada, national vice-president; Elizabeth Yank of Marysville, national secretary; Claire Williams, and Vivian Herren.

# Education in California

*By Roy W. Cloud*

THIS LUCID, authoritative history of the development of public education in California, written by the late executive secretary of California Teachers Association, is a volume which should prove increasingly valuable to every educator in the State. Describing the leaders, organizations, and accomplishments of the first 100 years, it is a reference work bearing the authority of Roy Cloud's personal experience combined with meticulous historicity.

This hard-bound, 292 page book is still available at \$6.00 a copy. Orders may be addressed to Business Office, California Teachers Association, 693 Sutter St., San Francisco 2.

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# What I'd like to know is

## Retirement change?

*Q. We have heard that the CTA is considering major revisions in the teachers retirement system, and were told last spring that all members would be given an opportunity to vote on two or more plans. When will this vote be taken and how will we obtain information about comparative costs? If we're going to act at the next session of the legislature, it seems to me that we should be getting ready now.*

**Ans.** At CTA request, the last legislature appropriated \$60,000 to employ the actuarial firm of Coates, Herford and Englund to analyze the comparative costs of present and proposed

retirement formulas. That study could not start until July 1, however, and will not be completed for another month or two. Findings of the study will be made available to all teachers.

The CTA retirement committee has pledged its efforts to prepare legislation for consideration at the 1955 session, but has been equally emphatic that its proposals will be based on the desires of the membership as expressed in a plebiscite. Since the plebiscite cannot be taken before the actuarial report is completed, no time schedule can yet be announced.

## Local membership

*Q. Can teachers in private schools of our community be admitted to our local teachers association without jeopardizing our CTA charter?*

**Ans.** There is nothing in the CTA Standing Rules to prohibit a local association from accepting private school teachers as members, even though those teachers are not eligible for membership in CTA without special action by the state board of directors.

There is one difficulty, however. If the private school teachers were admitted to local association membership as non-CTA members, you would need to maintain a high percentage of CTA membership among your other teachers. Retention of a charter requires that 75 per cent of your local association members be members also of CTA.

There is another possibility which your group might consider. The association could provide for an associate or limited participation membership which would not be counted in computing the 75 per cent CTA membership requirement. Such members probably should be excluded from participating in decisions of policy affecting teachers of your public schools or other public school teachers of California. It might be still easier to include them in social activities by invitation without extending membership status.

## Evaluation procedure

*Q. Our local personnel policies committee, composed of administration, board and teacher association representatives, is endeavoring to*

*develop a new set of evaluation procedures for use in our district. Some of the group have favored a system involving self-evaluation, but our teachers generally shudder at the thought of filling out rating sheets on themselves for comparison with the judgment of their principals or supervisors. Does the CTA have any information regarding evaluation procedures generally and especially about the success of such a self-evaluation plan?*

**Ans.** The statewide Joint Committee on Personnel Procedures is now preparing a publication summarizing policies adopted by many districts and including samples of evaluation devices of various types. Three samples of self-evaluation procedure are included. This publication should be available by December 1.

In most cases, it has been observed, the teacher resentment against a self-evaluation plan is based on a concept of the evaluation sheet as a check-chart on which the teacher would rate himself somewhere between horrible and colossal in respect to many skills and qualities. In one district this negative reaction was avoided by having the teacher check only those qualities and skills which he considered his strong points and those which he considered his weakest.

In this way the evaluation was kept from being a comparison with other teachers, or even an expression that the weakest points were necessarily below standard. The self-evaluation process became simply a means of self-appraisal and a basis for a productive conference with the administrator in terms of professional growth. Something of this type might meet your situation.

—Harry A. Fosdick  
Secretary, CTA Ethics Commission

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The items listed below should be ordered promptly if you want to be certain of receiving them. Orders for material listed in last year's columns can not be filled now. Time will always be saved by writing directly to the advertisers. The coupon is for your convenience in ordering several items.

3. **Creative Crafts with Crayola.** A 32-page book of ideas on how to make useful gifts, party games, invitations, and many other articles—all of which the busy teacher can use or adopt for her own classes. (Binney & Smith Company.)

4. **New Aids to Help Teach Menstrual Hygiene.** Indicate quantity desired of each number. (Personal Products Corporation.)

1. Growing Up and Liking It. A booklet for teen-age girls.
2. Sally and Mary and Kate Wondered. A booklet for pre-adolescent girls.
3. It's So Much Easier When You Know. A booklet for fully matured girls.
4. Educational Portfolio on Menstrual Hygiene. A complete teaching kit.
5. How Shall I Tell My Daughter? A booklet for mothers.
6. A free preview of the new film, "Molly Grows Up."

12. **Teaching Units.** New Compton teaching units are now available. Two units, with a complete list of additional titles, will be sent each teacher who indicates on the coupon below, the subject or grade taught. The Units are organized for primary, intermediate and upper grades. (F. E. Compton & Company.)

31. **Wayside Wonders Along America's Highways.** Wall mural 8 feet wide. In full color. Shows the most interesting spots along the highways. Includes a 9-page booklet "How to See America," which gives the historical background of bus travel and how to take a bus trip. Both the novice and the seasoned traveler will like this. Booklet also includes one page of study outline on bus travel. (Greyhound Lines.)

32. **Catalog.** 1954 edition of folding chairs with book-racks and other accessories, and including new spring-arch upholstered chairs. (American Seating Company.)

33. **Bibliography of Railroad Literature**—New and revised edition of useful reference for teachers and librarians. (Association of American Railroads.)

34. **Best Books for Young People** gives full description of books for children and young people published by the J. B. Lippincott Company in 1954.

35. **RCA Victor Educational Record**

**Catalog.** A comprehensive list of records which have been created for specific educational functions or selected for cultural and instructional values. Comprises (1) Educational Records, both for music and language study, (2) an annotated list of Red Seal Records chosen from the "Music America Loves Best" for correlative study in music and other subject areas, (3) a selected list of Children's Records. Price 10c, enclosed with order. (RCA Educational Services.)

36. **The Ethnic Folkways Library,** of recorded music around the world. A classified list of recordings of the folk, traditional and classical musical inheritances of the peoples of Asia, Africa, Europe, America and Oceania. Teachers of music, languages and social studies will find this library interesting. (Folkways Records and Service Corp.)

37. **How to Catch Cold.** A 10-minute film by Walt Disney Productions, teaches the scientific do's and don'ts of cold-prevention—painlessly, memorably. A 16mm. print, sound and color, will be sent to you free (except for return postage) on short-term loan. Indicate date preferred and two alternate dates. (Kleenex. International Cellucotton Products Co.)

38. **"Teaching with a Filmstrip."** A comprehensive booklet written by Margaret W. Divizia, Supervisor, Audio-Visual Sections of the Los Angeles City Schools. Shows how to use filmstrips in improving instruction. Useful either with the SVE filmstrip of the same name or by itself. (Society for Visual Education.)

43. **Sample Copy** of Canadian Nature together with illustrated catalog of publications of Audubon Society of Canada.

44. **New 16-page 1954-55 EBF-25th Anniversary Catalog Supplement.** Describing 54 new Encyclopaedia Britannica Film releases ready for fall use. (Encyclopaedia Britannica Films.)

30. **Sample Copy Picture Progress.** A new educational comic-type magazine designed for the elementary grades to integrate the social studies, science and language arts areas of curriculum. Prepared under the supervision of qualified educators. (Gilberton Company, Inc.)

## THIS I BELIEVE

(Continued from Page 31)

conditions and circumstances. This I deem essential to complete self-mastery.

Being a responsible man, I have always had a continuing sense of mission in life. It follows that as an individual I am not bound to conform in all particulars to the common mores of the community when such conformances violate my own sense of right. The final mandate does not issue from the insidious words, "everybody does it," but is the still, small voice of my own conscience.

I believe that sufficient time will be vouchsafed to me fully to obey every call of duty, since duties never conflict, and neither nature nor providence demands the impossible of me. If I actually have not time for something I'd like to do, then that cannot be my duty.

It is only by the absence of inner conflicts that I can accomplish all the things I'm called upon to do. Therefore I believe that the full application of my resources is a prerequisite to optimum service—an obvious impossibility if I'm not at peace with myself.

In my heart I have no room for bitterness or vengeance, which are poisonous to the soul—hatred is an emotional liability. I accept the ancient maxim, "The best way to avenge a wrong is not to repeat the offense."

I believe this to be a friendly universe, governed by law and order. I cannot annul the laws of nature, but I may injure or destroy myself by doing violence to its established laws. I believe that through faith I may to some degree be a humble partaker of the power, the spirit, and the character of the Creator of all things. That, to me, is the essence of manhood.

Rockwell D. Hunt

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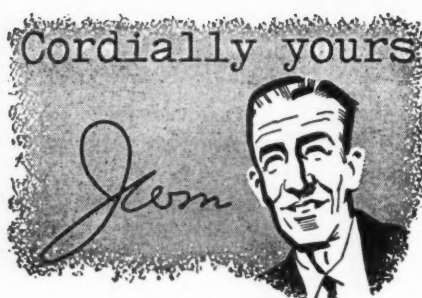
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### EDUCATIONAL SPEED-UP?

Now comes a self-styled expert who proclaims in a national magazine that school facilities should be used full-time, warns that children are being short-changed because they go to school only 180 days a year.

He didn't bother to note that in nearly all medium and large school districts . . . and in many small ones, too . . . that the voluntary program of "enriched" curriculum offered in summer sessions provides precisely what he is urging.

Nor does he bother to meet the objections of parents who may in the three months of summer do a pretty good job of educating their children through travel and companionship.

Most of the argument favoring 12-month school use is based on the assumption that it would reduce overcrowding. It MIGHT work if parents agreed to have children at home in any one of four quarters. Wouldn't that create some serious problems in the home as well as the school?

If a child should attend school twelve months a year, are we to assume that he can "complete" his education 25 per cent sooner? The child now graduating from high school at 17 would then have the distinction of finishing at 14. Why not start them at 3 years of age, force-feed with educational pap, and put them out in the world at ten? Would that be real economy? Or just plain stupidity?

### PERSONNEL POLICY PAYS

"No two people have exactly the same theories on how a school ought to be run, and practically everyone who has gone through third grade fancies himself an expert on the subject. With the presence of so many divergent ideas, friction is almost certain to result unless the school board says, emphatically and without need of interpretation, 'this is the way it is going to be'."

This is a portion of an editorial appearing August 12 in the *Lompoc Record*. It praises a survey made jointly by the California Teachers Association and the California School Boards Association on personnel policies and practices in school districts. Results of the study showed that those districts in which teacher-administrator relationships are considered most satisfactory are those in which the school board has formally adopted personnel policies.

As reported in CTA Research Bulletin No. 73 (published in June), approximately 40 per cent of the districts surveyed have board-adopted policies. An additional 35 per cent are engaged in studies anticipating a formal statement of procedures.

Every game has its rules, every profession its code, every contract its accepted procedures. It is logical that the often complex relationships of administrator, board, and teacher should have guideposts established by mutual respect, common courtesy, and ethical concepts. An outline of procedures, produced jointly by CTA and CSBA, has served for several years as a reliable guidepost. Lompoc, like scores of other California communities, is finding that this simple exercise in human relations is the best insurance against disruptive misunderstandings.

### FULL SPEED AHEAD

We are always gratified at expressions of surprise and praise from visitors who tour your CTA state headquarters building in downtown San Francisco. Typical are "I didn't know your staff required six floors of an office building!" and "So much activity! It's good to know our representatives are working in such diverse and important fields."

Six floors of offices provide an impressive visual picture, but the physical property cannot reflect the mental energy expended on behalf of teachers. Through each office—field service, research, placement, office services, publications, membership, special services

*Four quarters, personnel policies,  
a busy staff program, do we read?*

—runs a vibrant thread of common purpose. Sounds corny when expressed that way, but the dedication of staffers becomes real and understandable when you glance at a date book on a secretary's desk. Three staff men have every weekend and most of their evenings booked solid with speaking dates and leadership conferences—from mid-September to Christmas.

### "I READ IN THE JOURNAL . . ."

I've never known a teacher who had time to keep a diary. But I imagine, if I could read one, that it would be a crowded chronicle of human events.

There would be the off-duty worries over the problems of Mary and John and Tim and Gertrude and a score of other young charges. Probably the diary would contain few items describing pure leisure . . . and far too few notes on the reading of professional journals.

Our mail assures us that teachers DO read the CTA Journal. But it would be the wildest fancy to assume that ALL teachers read ALL the Journal. To increase the number who read every article is our primary objective . . . but we'd be infinitely happy if we had proof that MOST teachers read MOST of the Journal.

Part of our problem in communication is finding out what readers want. Do they want articles about classroom processes, how-to-do-it pieces which might be adaptable? Do they want to know what the Association is doing to improve their professional status and welfare? Or do they just want us to go away quietly and leave them alone?

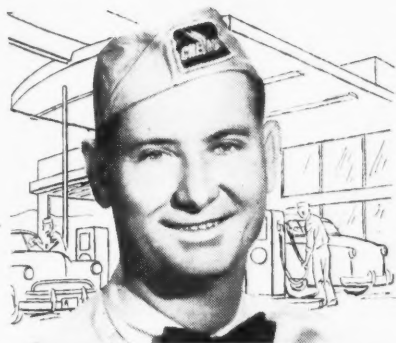
Another part of the problem is to make our printed product attractive. To draw attention, we condense text-matter, arrange interesting typography, use illustrations, and concern ourselves with style and lucidity. If we fail to capture and hold the reader's interest, we must assume we have not yet found the proper formula . . . or the teacher is busy doing the things that would have filled the diary if he had had time to write a diary.





# 9,896 small businessmen help us serve you well

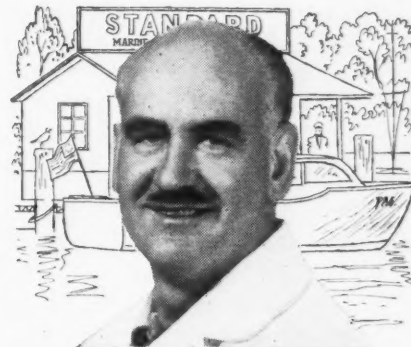
Back in Grandpa's day, horse-drawn tank wagons like this delivered Pearl Oil Kerosene and Eureka Harness Oil to Standard customers. It was a delivery system good enough for the times—but not good enough for a company with a growing demand for its products and a policy of putting them within reach of everyone.



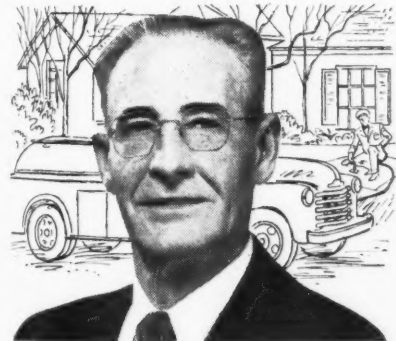
↑ 8,329 Independent Chevron Dealers like Jim Davenport, of Phoenix, Arizona, bring Standard's products to motorists.



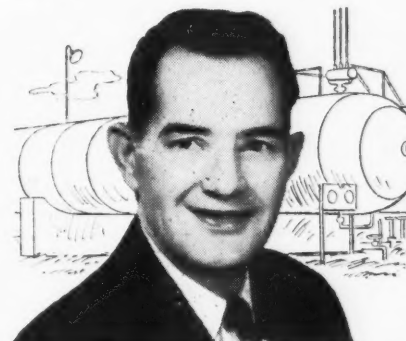
↑ 725 Independent Distributors, like H. G. Hathaway, of Grants Pass, Oregon, distribute our products in rural areas.



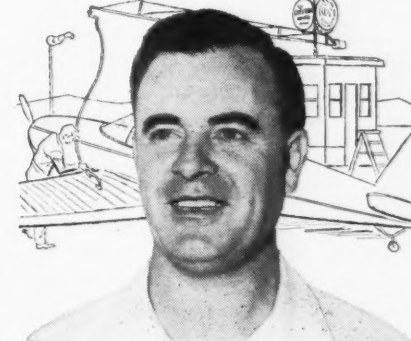
↑ 188 Independent Marine Dealers like Ted Engstrom, of Olympia, Wash., retail Standard products to Western boatmen.



↓ 235 Independent Heating Oil Dealers like F. L. "Doc" Howard, Boise, Idaho, are retailers of Standard Heating Oils.



↓ 101 Independent Liquified Gas Dealers like Fred La Frenz, Cedar City, Utah, distribute butane and propane gases.



↓ 318 Independent Airport Dealers like Howard S. Fisher, San Diego, Calif., supply Standard products to Western planes.

Ever hear the one about big companies "squeezing out the little fellow"? You'd have a hard time convincing these 6 men—or the 9,890 independent businessmen like them who team with us to bring you Standard Oil Company of California products quickly, conveniently, economically. They form the nucleus of a distribution system that reaches every corner of the West. Each of these men operates his own independent company; together they employ 27,976

people. You probably know some of them because they contribute to the community life and prosperity of thousands of Western towns. Their undertakings are not only based upon Standard products, but operated and expanded with the help of scores of business aids Standard supplies without charge. We do all we can to help them prosper for Standard knows a big company can't succeed without the help of small businessmen. It takes both to serve you well.

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tions, it does enable you to save at least \$5 a year and still have the finest possible emergency roadside labor and towing services.

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| Address No. and Street _____                                 |                      |  | City _____                    | Zone _____         |
| Date Present _____   | Company(ies) _____   | Car Year _____   | Make _____                    | No. of Cyls. _____ |
| Policy Expires _____   | Now Insured by _____ | Motor No. _____  | Date Purch. _____             |                    |
| Model Name _____   | Type _____           | Finance Co.'s _____  | Address: No. and Street _____ | City _____         |
| (Fleetline, Deluxe, Custom, Standard, etc.)                  |                      | Collision Losses In Past Year: \$ _____  | Other Losses: \$ _____        |                    |
| By Whom Financed? _____                                      |                      | (If none, write "NONE")  |                               |                    |
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